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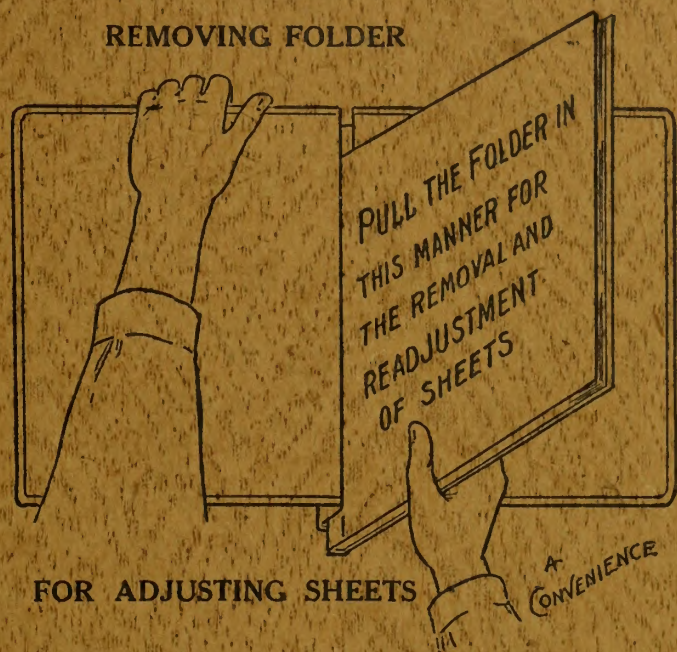

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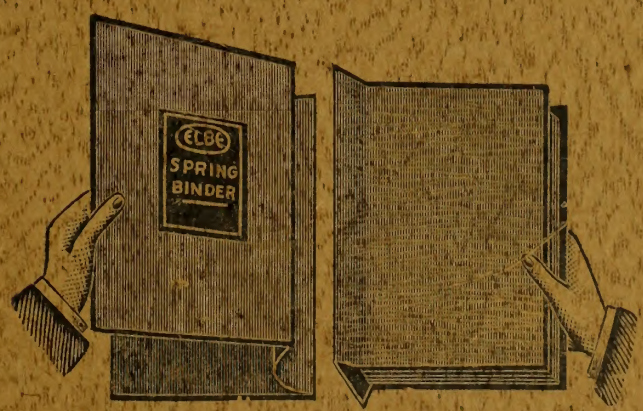

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BOSTON UNIVERSITY
GRADUATE SCHOOL.

Thesis

TRAINING AND SUPERVISION AS ELEMENTS OF SCHOOL ORGANIZATION.

Submitted By
Mary Ellen Keyes
(A. A. Radcliffe, 1917)

In partial fulfilment of requirements
for the degree of Master of Arts.

1919.

ANALYSIS OF THE THESIS.

Material for the following thesis was gathered from a study of the school laws of representative states, collateral reading, courses of study for normal schools, correspondence with principals in charge of training schools and visits to various types of schools, together with personal experience in training and supervising normal school students and substitutes.

As planned, the thesis has several parts:

1. Study of the history of the Massachusetts school system; introduction of school supervision; Massachusetts School Laws relating to school supervision.

Because Massachusetts was the pioneer in educational matters and a deciding influence for many years on the educational policy of the country it seems fitting to survey the school system from the beginning. Massachusetts within the first two decades of her being made education compulsory. As time progressed public schools were started and with their growth came the need for some form of school supervision and selection of teachers. Massachusetts was also a pioneer in dealing with the problems of the immigrant, which, in educational fields, led to the establishment of better schools and, consequently, organized training courses for teachers. The school laws have been a growth and a modification of the early day restrictions.

2. Study of the school laws of typical states to illustrate different phases of laws relating to school supervision.

Massachusetts fails at the present time to centralize the power for certificating teachers. California, Ohio, New York, and Michigan are chosen as representative states illustrating scattered powers, or varying forms of better central organization with close supervisory control.

3. Study of the development and growth of state normal schools.

With the progression of education and the admittance of girls as well as boys to the public schools of the country, an ever increasing curricula had made it necessary to train and choose instructors with more discrimination than had formerly been used. It is but a half century since the first state normal school for teachers was opened. The states took up the work after Massachusetts, the pioneer in the movement, blazed the way. Standards for admission to state normal schools are now in general high though laxity of expression is seen in the wording of some admission requirements. The requirements of typical state schools are studied here. In some of the western states they show an ever increasing standard. For training in practice teaching several widely different types of schools are used to illustrate the plan of work.

4. Survey of city training schools

In large cities and influential communities, city

training schools are established to provide a home supply of teachers for local needs. A high standard of entrance requirement is usually insisted upon. The work in observation and in practice teaching is one of the most distinctive features of the training school. To illustrate this point an outline of the requirements in some of the best training schools is given. As standards improve the time assigned to teacher training courses lengthens. The course at the Boston Normal School is a typical one of three years.

5. The work of the department of Practice and Training of the Boston public schools.

Nowhere in the country has there been worked out a plan which dovetails more skilfully all practice work and teacher training than that in use in Boston. It has a thoroughly workable solution of the problem and carries it on not only through the student days of the pupil but also through the trying substitute days, where many young teachers often fail because the previous support and sympathy are removed. This system aims to overcome human waste and to make the young teacher quickly efficient and master of the situation.

6. The standard of substitute teachers in the country.

An interesting comparison is shown here between conditions in Boston and in other cities of wide range. In few cities is there any guarantee of substitute work. The merit system employed in some cities, notably Boston, is an impetus to bring out the best in substitutes so that they may earn a place on the permanent teaching force of the city.

7. Training classes.

These are established classes in localities where there are no normal schools.

8. Training teachers in service.

All stimulation should not go to the beginner teacher. Often the greatest need is that of the teacher of a few years' standing. Many cities and communities realize this and provide for it in different ways. Encouragement and cooperation are given to those teachers who desire further study and many times it is provided by the local authorities, who realize the advantages to the school system in general by such broadened experience.

9. The supervision of instruction.

This section is devoted to a summary of such characteristics as make for the betterment of the teaching staff by means of inspirational supervision.

10. The duties of a superintendent.

As the leader is, so will the schools be. More than is thought at first, are the teachers dependent upon the quality of their leader. He should set the standard for quality and attainment in teaching and should be a vital force with the teaching body. The section includes a summary of the ways in which he may helpful in the supervision of instruction.

Training and Supervision as Elements of
School Organization.

Education is an important means of social control binding men together by a common aim. The reapidly expanding and increasingly complex communities of the United States present problems that can be met only by educational opportunities and facilities offered to the masses of children throughout the country brought into contact with the social influence of the public schools. Civic and industrial safety demand that thousands of aliens in our midst be given an adequate training to understand the purposes, motives, and ideals of American citizenship. The successful adjustment of this problem to the democratic motive of American education is a study that involves the whole country. To educate the masses and at the same time to develop in each individual the highest degree of personal ability and social efficiency is the chief aim of good school organization and of supervision of instruction.

Massachusetts School System

Massachusetts from her period of colonization to the present time presents the most interesting educational history in the country. The sturdy Puritans, college men to a large degree, well versed in a knowledge of the educational methods of Germany and Holland along with those of their own

land, realized the evil of ignorance and the blessing of knowledge. After providing a meeting house and suitable housing for their people these colonists formulated plans for educating the young. In 1635 they established the Boston Latin School which was supported at the beginning by public subscriptions but at a later date by the town. The General Court of Massachusetts appropriated money in 1636 to found a college. In 1638 it began regular courses of instruction; and the generosity of John Harvard, who bequeathed to it his library and half his fortune, placed Harvard College on a firm footing.

The first law making education compulsory throughout the colony was passed by the General Court in 1642. In the beginning, instruction was given either in the homes or in the schools under the immediate control of the town selectmen. Soon it was discovered that this plan was faulty because of the uneven quality of such instruction; hence, by a law passed in 1647, every town of one hundred families was required to maintain a town grammer school where reading and writing were to be taught. The law reads in part as follows:-

> "It being one chiefe project of that ould deluder, sathan, to keepe men from the knowledge of the scriptures - - - - that so at least the true sence and meaning of the original might be clouded by false glosses of saint-seeming deceivers, that learning may not be buried in

"the grave of our fathers in the church and Commonwealth, the Lord assisting our endeavors,- It is therefore ordered that every township in this jurisdiction - - - - shall forthwith appoint one within their towne to teach all such children as shall resort to him to write and read."

This law was the Magna Charta of Massachusetts, for by it the people established a free educational system for themselves and posterity.

As the population of small towns grew, new schools were opened and wherever necessary these were assisted often financially by more prosperous neighboring towns. During the next century the schools encountered vicissitudes because of scant funds and the colonial wars. In some cases schools were supported by money from land sales and the profits of the fisheries. At this time the "traveling school," an accommodation for the poorer districts, came into existence. Instruction was given from one end of the town to the other for short terms at different times. The plan was unsatisfactory and the General Court, benefiting by these experiences of many years, established permanent schools in sections of the towns. These "district schools" were planned

primarily to secure better school attendence existed for a long period.

In sections where there was a high average of intelligence and cooperation the district schools were successful, but in a large measure they failed to broaden and deepen public spirit more particularly in such centers where the district was a political unit. District Committees took over the care of the schools and the appointment of teachers. This plan worked more harm than good because of the dependence of the schools upon teachers chosen more often for their political backing than for their ability to train and to teach children.

So lax did the schools become throughout Massachusetts that the General Court passed a law in 1789 which required supervision of schools, although it left all executive functions still unlodged. The minister of the Gospel and the selectmen, or a committee especially chosen for the purpose, were required to visit and inspect the town schools once in every six months at least, to inquire into the regulation and discipline and the proficiency of the scholars therein. In 1826 another school law more definitely stated further that the committee was to "visit such of the district schools in the town for these purposes on some day during the first or second week of the commencement, and also all the schools kept by the town once a month without giving previous notice thereof to the instructors." This is an indication of a more closely organized plan of inspection of teachers and conditions. The law was defeated, however,

by the types of district committees to whom the town committees still gave too much power; and ill-qualified teachers appointed in general for personal or political reasons, held sway for years.

As time progressed the pressure of environment at legnth brought great changes. Factories established in many Massachusetts towns brought an influx of people. Cities sprang into being and a foreign population brought racial and religious problems to the schools. Necessity forced the State to organize some unit of control, which it accomplished by an act of the legislature of 1837 when a state board of education was formed, the first of its kind in the country. Appointed by the Governor, and serving with him on this board, were the Lieutenant Governor and eight citizens of different religious beliefs and political affiliations. Their duty was to collect information regarding the schools and to suggest remedies for defects. The first secretary of this board was Horace Mann. To him the children of Massachusetts owe everlasting gratitude for his far-sightedness, energy, and wisdom. After a close survey of the situation in Massachusetts, Horace Mann recommended better school attendance laws, health regulations, adequate school buildings, and improved methods of teaching under supervision. To insure better teachers the legislature of 1838, in spite of great opposition, appropriated ten thousand dollars to establish a normal school, the first in the United States, and to this sum a citizen added a gift of like amount. In addition, the legislature required each school committee to make a detailed report of the condition of the several public

schools in their towns, designating improvements and defects in the methods or means of instruction and stating such facts and suggestions in relation thereto as in their opinion would best promote the interests and increase the usefulness of all the town schools. Each committee had further power to select and to contract with the teachers for the local schools. Except in Boston, committee members were to be paid a nominal sum by the town for each day actually employed in discharging their duties. High school districts comprising two adjacent towns were established in 1848 and their supervision and control were vested in a small joint committee elected from the school boards of the towns.

There was still much to be done. The supervision of instruction, as carried on by local boards, was, in spite of careful planning, merely a superficial oversight or inspection of general conditions because those persons on the boards, though well equipped to manage business problems of the school, were not at the same time expert in judging good teaching ability. Beginning as an experiment in Springfield in 1840, a plan was devised by which one man well qualified for the work was to take over the supervision of instruction. This had no permanent place in the state until Boston adopted the plan in 1851. Supervision of instruction in some form existed thereafter.

With the passing of the district school the chief bugbear of the Massachusetts system disappeared. As education progressed new subjects were added to the curricula, new branches of learning were selected, and industrial and technical schools were introduced. Additional state normal schools for training

teachers were opened, and a city training school was started in Boston. Everywhere interest in school matters increased. Women were given the privilege of serving on local school committees and, later, the right to vote for members. Much discussion arose over the question of text book ownership. In poorer districts of the towns, pupils were funished with free text books but the social status of such pupils suffered. Workingmen's unions took up their cause, and the plan used in sixteen towns of furnishing free text books to all was made compulsory for the state in 1884.

The history of the school system during the past twenty-five years shows rapid progress. There came a demand for industrial, agricultural and household arts education. Massachusetts met this by establishing schools for such specific training and appointed a commissioner of industrail education. This was found not to be a satisfactory arrangement because it divided state control of education. A combined board came into life in 1909 in the newly organized state board of education. Its members, appointed as formerly by the Governor under law, were composed of of four of the former board, four other persons, and one representative from the industrial commission. Every five years a commissioner of education is appointed by this board who "shall have supervision of all educational work supported in whole or in part by the Commonwealth." The board also appoints two deputy commissioners, one of whom must be qualified to deal with industrial education.

Following the establishment of free high school instruction came the first technical high school in Boston. Vacation schools

were started, medical inspection of pupils in all schools was made compulsory, and the legislature of 1913 safeguarded the children of the state still further by permitting school committees to establish compulsory continuation schools for young workers between the ages of fourteen and sixteen years regularly employed at least six hours a day. The school committee of Boston established compulsory continuation schools in 1914, after a study was made of the pupils affected and their working conditions. Teachers were given special courses of training for the work. In the same year Boston opened also day schools for immigrants of all ages to promote the learning of English and other work necessary for naturalization.

To the Massachusetts stateboard of education is given definite powers under the law, which include among others management of the funds for state schools, management and control of state normal schools, supervision and direction of all pupils in schools for the blind and deaf, and certification of teachers in state-aided high schools. There is no general supervision and certification of teachers by the state, as this responsibility is assumed by local superintendents and school committees in control of town or city; hence there is no definite standard of professional attainment expected of all teachers in the state. Throughout the United States there is a lack of uniformity in state laws and school supervision, although there is a constantly increasing effort to improve state laws with regard to public school instruction and thereby promote intellectual and moral welfare.

CALIFORNIA SCHOOL SYSTEM

California is a progressive state which provides a state board of education consisting of seven members who are appointed by the Governor and who hold office for a term of four years. The powers and duties of this board relate to the government and supervision of the day and evening elementary schools; the day and evening secondary schools, and the technical and vocational schools of the state. The state board also has control of the several state normal schools and of such other school, excepting the University of California, as may receive in whole or in part financial support from the State.

The state board has power to conduct educational investigations and to make improvements in the administration, supervision and efficiency of the public schools of the state.

A superintendent of public instruction with general duties regarding the schools of the state, the state school fund, and school records is elected by the qualified electors at each state election, but in order to conduct and exercise specific supervision of teachers, the state board of education has power to appoint three assistant superintendents of public instruction as follows:

> One commissioner of elementary schools who shall be experienced in teaching in and supervising elementary schools.
>
> One commissioner of secondary schools who shall be experienced in teaching and who has been principal or supervisor of secondary schools.

One commissioner of industrial and vocational education who has had experience as a supervisor of industrial or vocational education.

The state board certificates teachers for the entire state and grants to such persons as have had a successful teaching experience and who hold for one year a valid county or city certificate diplomas of four grades, valid throughout the state, as follows:-

(1) High School: Authorizing the holder to teach in any primary or grammar or high school.

(2) Grammar School: Authorizing the holder to teach in any primary or grammar school.

(3) Kindergarten-Primary: Authorizing the holder to teach in the kindergarten class of any primary school.

(4) Special: Authorizing the holder to teach in any school such special branches and in such grades as are named in such diploma.

A county superintendent of schools is elected in a manner similar to that of superintendent of public instruction. County boards of education make laws for the local schools and examine and certificate teachers for the county.

Every city constitutes a separate school district which is governed by a city board of education which has power to manage and control the school property, distribute school funds, and

employ teachers, reporting the grade of each in writing to the county superintendent. In every city and county and examining board composed of the superintendent of schools and four experienced teachers elected by the board of education meet annually to hold examinations and examine applicants for elementary school certificates valid in those districts.

The educational system of California is closely dovetailed. A high standard of professional efficiency is set for the state by the general plan of having state certification for teachers. Supervision of instruction is in the hands of experts chosen for past experience in teaching and supervision and responsible to the state through the board of education. California provides for the general direction and state control of its schools, proving that the maintenance of schools is a state function. Other states present interesting differences.

NEW YORK SCHOOL LAWS

The school laws of the State of New York rule that the schools of the state shall in general be governed by regents elected by the legislature and by a commissioner of education elected by a vote of the regents.

> The commissioner of education shall prescribe, subject to approval by the regents, regulations governing the examination and certification of teachers employed in all public schools of the state. He shall have general supervision of

industrial schools, trade schools, and schools of agriculture, mechanic arts and home making; and he shall also have general supervision over the state normal schools.

MICHIGAN SCHOOL LAWS.

The board of education for the state of Michigan is elected by popular vote. It has control of state normal schools and yearly certificates teachers after examination to teach in any of the public schools of the state. Responsibility for general instruction in the public schools rests with the superintendent of public instruction, who is elected by the people. The special qualifications for the position are that he shall be a graduate of a university, college or state normal school of good standing, and shall have had at least five years' experience as a teacher or superintendent of schools.

The county is the unit of organization and supervision in the state of Michigan. A county commissioner of schools is elected by popular vote. The only technical training required is twelve months' experience as a teacher in the public schools of the state. He must be, however, a graduate of the literary department of some reputable collge, university or state normal school having a course of at least three years. In addition to definitely assigned administrative duties, there are others constructive in character relating to school instruction. The commissioner is directed under law to visit each of the schools of the county at least once in each year, and to examine carefully the discipline,

the mode of instruction, the text books used, the apparatus belonging to the school, the library, the progress and the proficiency of the teacher, in order to promote the improvement of the schools in the county and the elevation of the character and qualifications of the teachers and officers.

OHIO SCHOOL SYSTEM.

The state of Ohio presents equally interesting features of organization and supervision. A superintendent of public instruction is appointed by the Governor to inspect schools, supervise public school funds, and perform in general such duties as are attached to this office in other states. The superintendent of public instruction appoints a state board of examiners with power to issue life certificates to persons qualified to teach in elementary or high schools. Applicants must at present have at least one year's course in a certified normal school or college, but a new regulation for the future exacts an added amount of training.

> "On and after January first, 1920, not less than a two-year course, or its equivalent in summer school work, in a recognized instutition of college or normal school rank for the training of teachers, or two years' work in an arts college on the recognized list maintaining a practice department not less than one-fourth of which work shall be in educational subjects,

including observation and practice teaching."

State certificates are issued to teachers in high schools after the following manner:-

> "A graduate from any normal school, teachers' college, college or university, who has completed a full four years' academic and professional course in such institution and who also holds a certificate of graduation from a first grade high school or its equivalent shall upon application to the superintendent of public instruction, and the payment of a fee of one dollar, be granted without further examination, a provisional high school certificate valid for four years in any school district within the state; provided that such institution has been approved by the superintendent of public instruction."

To such teachers a life certificate is issued at the expiration of fifty months of successful teaching. Other state certificates are issued for a term of years dependent upon the previous training and the amount of professional experience. Holders of these certificates are eligible to teach in any school district of the state.

Each county board of education appoints a county superin-

tendent to be its executive officer who has direct supervision over the training of teachers in any training courses which may be given in any county school district and who teaches not less than one hundred nor more than two hundred periods in any one year. A county is divided into supervision districts each under the direction of a district superintendent. His duties require that he shall visit the schools under his charge, direct and assist teachers in the performance of their duties, classify and control the promotion of pupils, and shall spend not less than three-fourths of his working time in actual class room supervision. At the request of the county board of education he shall teach in teachers' training courses which may be organized in the county school district.

An examination of various state laws relating to public instruction reveals a lack of uniformity in the method employed of certificating and supervising teachers. There is at the same time no approximate standard of professional attainment for teachers certificated for similar service in the different states. Great differences are often found in neighboring schools.

ESTABLISHMENT OF TRAINING SCHOOLS

In the main the United States does less to train its teachers than any other great nation. About a century ago a pressing need for teachers led to the establishment of some form of training schools with minimum requirements in time and subject matter. The development of city training schools in America dates

from 1818, when the Philadelphia school was opened. The country's progress in this direction was slow until 1861, when Dr. Seldon organized a normal school at Oswego, N. Y. In his autobiography he writes: "In addition to the regular school of practice, we had one model school, used exclusively as a school of observation, and one school taught successively by the members of the training class.....This was the first teachers' training school ever organized in America." Advantages gained from this opportunity led other cities to follow his example. Boston opened its first training school in 1864 ; Cincinnati in 1868; Cook County, Illinois, in 1869; Pittsburgh in 1870, and Portland, Oregon, in 1878. The history of the movement shows that some established city training schools had a periodic existence due partly to the fact that various states showed a growing interest in the problem of teacher training and opened normal schools under the direction and control of the state boards of education.

STATE NORMAL SCHOOLS.

Massachusetts was the pioneer in this movement, establishing the first state normal school in 1870. Others followed in selected cities and in 1894 the state board of education was permitted to make agreements with towns and cities concerned, for the maintenance of model and practice schools in connection with the training departments. The design of the normal schools is strictly professional, to prepare the students in the best possible manner for the work of organizing, govern-

ing and teaching the public schools of the Commonwealth. The general requirements for the state normal schools are as follows:-

> "A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School and age of at least eighteen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools."

Differentiated and special vocational courses for varying terms of years are introduced into the Massachusetts State normal schools in addition to the courses offered for elementary school teachers. Framingham maintains a highly specialized department of household arts with a practice school of broad scope. Upon almost all school days classes in cookery are at work, each directed by a senior, all under careful supervision. In addition each senior conducts independent classes in sewing and cookery in the town and in neighboring towns and cities. The normal schools at Lowell and Salem include as part of the regular course special

work in music. Fitchburg offers advance work in the practical arts with close relation to industrial employment. The Massachusetts State Normal Art School trains in all forms of design and decoration. Agriculatural courses are provided in the normal school at North Adams. In addition short winter courses for teachers are conducted in the elementary school subjects. With the cooperation of the superintendent, correspondence courses are maintained. An applicant for these may be a person once a student in a Massachusetts State normal school who was unable to finish the required work. One year's residence and satisfactory credit for prescribed correspondence courses entitles the applicant to a certificate from the state board of education.

Certain normal schools of California offer specialized work in addition to the regular training for the elementary schools. Among these are the Santa Barbara State Normal school of manual arts and home economics, the normal school at Fresno, which offers courses in manual training and agriculture, and the California Polytechnic School. The purpose of the latter school is broad,; for it is to furnish to young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the students for the non-professional walks of life and as may at all times contribute to the industrial welfare of the State of California.

There is an age limit for admission to these state schools, but the qualifications do not specify the type of previous education required. Model and training schools are

provided that there may be practice work in the elementary grades. A high standard is set for those students training to teach in high schools, for their certificates depend in part on credentials equivalent to a diploma from the University of California and a stated amount of practice teaching.

Connecticut provides for state normal schools under the control of the state board of education, and requires a high school training or evidence of successful teaching of all applicants. The general course is two years with five months of this period spent in selected training schools under skilled supervision. In the main the course of study is professional. Two of the state normal schools offer a correspondence course in penmanship.

The state board of education of Michigan provides all necessary courses for the state normal schools and, in addition, fully equipped training schools. Courses are provided for students preparing to teach in elementary and rural schools. When a county has no state normal school, training classes are organized to give free instruction in principles and methods of teaching to those students who wish to certify for the country schools.

Normal schools in the state of New York are governed by local boards. The state commissioner of education prescribes the courses of study. Regulations governing the admission of students to these schools are vague. The applicants

> "shall present such evidences of proficiency or be subject to such examination as shall be prescribed

by said commissioner,"

hence no definite standard is maintained.

The state board of education for Rhode Island makes a high school education or its equivalent a qualification for admission to the normal school.

A hopeful sign is seen in Ohio. Recent changes in legislation call for a complete system for the training of teachers in all fields. Advanced standards have been set by the organization of professional courses in public educational institutions and private colleges of the state.

Among the striking reatures are the following requirements for a prospective high school teacher. He must qualify in professional work equal to one-fourth of his college course for the bachelor degree, and this work must include a stated amount of practice teaching. Ohio maintains several normal schools and recently established two additional ones in connection with Ohio University and Miami University to provide students with more advance training.

County boards in Ohio may accept teachers for rural and village schools who have been certificated because of successful teaching, but after January, 1921, no teacher will be granted a special certificate who has had less than one year of classroom instruction in a recognized school for the training of teachers.

TRAINING COURSES IN STATE NORMAL SCHOOLS.

A most important point in determining the success of a normal school is the practice teaching. It should be the central

factor in the course of study. Not only is the work in the model and training school of great value but the facilities offered in the ordinary public schools of a town or city are of more significance.

Throughout the country some attempt is made to give students an opportunity to gain real teaching experiences. In New Hampshire the entire elementary school system in the towns where the state normal schools are located is used for model and practice purposes. At De Kalb, Illinois, all practice teaching is done in the city schools. The state normal school of Providence, Rhode Island, presents one of the most completely developed practice teaching situations. It maintains a practice school of its own, nine other "training stations" in the public schools of Providence, and fifteen like stations in neighboring towns. Each training school, or station, has a critic teacher nominated by the trustees of the normal school and elected by the town or city school committee. She has two regular classrooms set aside for student teachers where they undergo a half year of apprenticeship in the actual work of the schoolroom. The students are on their own resources to a great extent while gaining mastery of a grade and close contact with child life. Another training station is intended to be a model of a rural school and like facilities for teaching are offered to the studenst as in the graded schools.

Massachusetts uses the public schools of selected towns and cities for practice work in connection with that done at the state normal schools. The plan outlined for the Framingham normal school is part of a two years' course.

(1) Observation and actual teaching in the practice school during the first year under competent supervision.

(2) "During the senior year each student has twelve weeks of teaching and observation. If their residence permits, the pupil teachers are given at least four weeks of the twelve in one of the neighboring cities or towns, which have very kindly granted to the schools an opportunity for observation and teaching. During this time they work with individual pupils, groups divisions, and a whole school.

Such service brings them directly in contact with the teaching and management of schools, and compels them to begin to study school systems. It supplements in a most valuable manner the training of the practice department.

The practice school is directly related to all the work in the normal school proper, and the students are taught to carry out the principles of teaching which they have learned

in the classrooms in the normal department. The work in these schools forms an important part in the education of the students."

The practice work outline for the training school at Lowell, Massachusetts, is as follows:- The Normal School course is of two years' duration. Part of each year is spent in the training school.

The junior class is divided into four divisions so that each student gets a period of eight weeks in her practice work. During this period she spends the time from 8:30 until 9:45 in the morning in the training school in observation work and in actual teaching in the first six grades. About half of this time she does teaching under actual classroom conditions. Her work is observed from time to time by the supervisor of practice and she is criticized day by day in conference by the training school teacher under whose immediate charge she is. Each student during her junior practice period has an opportunity for work in at least two grades.

The senior class is divided into three divisions and each student gets a twelve week period of intensive practice teaching in the nine grades of the city training schools and in the rural schools. She spends from four to five hours per day in the school and begins her work after a day or two of observation by teaching one or two subjects. From this point she assumes as much of the schoolroom work as she is able to carry, and as conditions admit, as rapidly as her ability and

strength seem to allow, until she is teaching all subjects. The part of the teaching of the school done by Normal School students is about one half. Each student has an opportunity for work in at least three grades during her senior practice period when she is observed and criticized in conference frequently by the supervisor of practice, who has general charge of all normal students during this time. Immediate direction and supervision of normal students is in charge of training school teachers who are held responsible for the discipline and educational progress of the pupils in their rooms. To the state has fallen the chief care of public education but state normal schools have never been able, however to supply teachers in large numbers.

CITY TRAINING SCHOOLS.

It has become necessary for cities to prepare their own teachers for the public schools. Influenced to a great extent by the community, a city normal school has a better opportunity to offer a more definite program of studies than that required of state normal schools. A city normal or training school should be a recognized power, and maintain a high standard of life in the school system. Its influence should be felt by those preparing to teach, whose talents it should develop to the farthest degree, and by those already engaged in teaching. A check on the progress of a city normal school may come if the funds appropriated for its needs are inadequate, but it may be said with equal truth that state normal schools are hampered often by insufficient funds.

City training schools have ample opportunity to set a higher standard of scholarship for entering students. In New York

City academic requirements are stated with the number of recitation periods for each subject. A candidate must be a graduate of a high school or have equivalent preparation. An interesting obligation is a certificate signed by the principal of the high school to the effect that the candidate is

> habitually reliable, cheerful, obedient and truthful; that he exhibits habits of cleanliness and neatness; that his habitual posture in sitting, in standing, and in walking is correct and dignified; that he speaks the English language without foreign accent, and with clear and correct enunciation; and that his habitual use of language is that which befits a teacher.

Entrance examinations are required in the city training schools of New York, Pittsburgh, St. Louis, Fall River, and Indianapolis. In Baltimore, Philadelphia and Louisville high schools records determine entrance. Boston admits graduates of the city high schools without examination but makes it necessary for graduates of high schools outside the city and all college graduates to fulfill entrance requirements. Training schools in Rochester, St. Louis, Washington, Chelsea and Schenectady exact a promise from students to teach in the state or city for a specified number of years. Medical examination is required of candidates for teaching positions in Rochester, Bridgeport, Newark, Chicago and Boston.

OBSERVATION AND PRACTICE TEACHING

IN

CITY TRAINING SCHOOLS

The course in observation and practice teaching offered by a city normal school is planned to furnish students with actual experiences of the city school system. There are several types of work in use. In one case pupils are assigned to the charge of critic teachers. Under another plan each student is assigned to a school building for independent work and gets experience as a substitute for absent teachers, as a helper to teachers in charge of classrooms, and as an office assistant to the principal. New York City and St. Louis use the latter plan. If the principal of the selected school is willing to supervise the student's work the plan is a satisfactory one. Under other conditions it has much to condemn it. San Francisco Normal School presents a two years' course. Observation and teaching during the first year is in the rural schools in order to study a group system. The second year is spent in the city schools for practice in class work. Well equipped training teachers, with successful elementary school experiences, with a thorough knowledge of children and a fund of patience and sympathy should be chosen to direct the efforts of students, assisting them to organize natural resources and abilities to meet real responsibilities. It is desirable also that students gain experience in several grades if by the plan the pupils do not suffer. Usually the practice work does not act as an interference if the teachers in charge use tact and

judgment.

The Brooklyn New York Training School for Teachers offers a two years' course. Observation in the model school begins during the first year. To systematize this work the student is provided with printed notes showing what and how to observe. After a preliminary period spent in studying methods of teaching, each observer is expected to report fully one lesson seen each week. The reports of lessons are read and criticized by the teachers of methods in that subject. If so desired, these reports may be examined by the model teachers after they are marked.

Opportunity is given the students to observe the school as a whole, its organization and discipline. An attempt is made to interest the students in some form of social service in connection with the model school.

In the first term of the second year, students have practice work during a part of each period. Unless a model teacher assigns an observer to work in her room, the practice teaching is done is a "practice room" in charge of a critic teacher. Here several students teach at the same time, having either individual work or group teaching. The critic teacher in charge usually holds brief conferences with the student workers about the best ways of solving their problems in teaching.

At the beginning of the second term, practice students are assigned to substitute work in the elementary schools providing they have passed an examination and have received a substitute's license. The work in the elementary grades is assigned by the school principal. The students report weekly to the principals of their training schools for criticism and advice. For each day

of work in elementary schools, each student receives pay at the rate of seventy-five cents.

Whenever a critic teacher observes the work of a teaching-in-training she rates the work and writes a report for the principal of the training school and furnishes the teacher-in-training with a duplicate copy. The following points are the basis for this rating:-

1. Discipline
2. Preparation of lessons,
3. Skill in presentation,
4. Power of exciting interest,
5. Skill in blackboard work,
6. Skill in drill,
7. Executive ability,
8. Effort,
9. Use of English
10. Use of voice
11. Personal appearance,
12. Manner
13. Performance of general school duties.

In the larger normal schools which prepare teachers for city schools specific vocational courses are replacing general courses. A phase of recent progress is the differentiation of curricula so as to prepare students for kindergarten-primary teaching; elementary school teaching; special class teaching; high school teaching; household arts; agriculture, etc. To enable students to equip themselves for such professional work the normal schools have in many cases lengthened their courses. Recent changes in the plan for the Boston Normal School with a newly organized special course for college graduates is herewith submitted.

Students' directions for observing teaching exercises.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

OBSERVATION EXERCISE No. 1

POSTURE

(a) Notice all cases of poor posture and (b) give probable causes in individual instances, noting following positions:

1. Order position, children sitting.
2. Position for reading or singing.
3. Position for writing or drawing.
4. Position in standing to recite.
5. Position in standing for physical exercise.
6. Position in walking or marching.

Unsatisfactory positions may be due to physical defects, weak muscles, fatigue, careless habits, or poor adjustment of seats or desks.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 2

Sight.

Look for symptoms indicative of eye strain; such as inflamed lids, encrusted lids, bloodshot eyes, contracted brows, indications of headache. Notice children showing any of these symptoms, and state what symptom each shows.

Note those children who, when they read, hold books *nearer to the eyes than twelve inches;* and estimate in each case the distance from the book to the eyes.

From what direction in general does the light fall upon book or paper, i.e., from upper right or left, lower right or left, or from in front?

Note whether any children hold the head on one side while writing and so bring one eye nearer to the paper than the other.

Is sunlight reflected into the children's eyes from any object?

State any instance in which you notice a change in a child's expression when asked to read from a distant blackboard.

5

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 4

Voice

1. While children read or recite note in four or five cases whether their voices are natural or forced, monotonous or pleasing, loud or soft, high or low in pitch. Also note whether the children enunciate distinctly.

2. Where enunciation is poor is it due to foreign parentage, loss of front teeth, or to some physical defect, such as stuttering or lisping?

3. Make a list of all words not properly enunciated and underline letters or combinations of letters whose sound was found difficult by any of the children.

4. Do you notice cases where the child's voice is an imitation of the teacher's?

5. During your hour of observation what seemed to be the general characteristics of voice denoting (a) confidence, (b) shyness, (c) bravado, and (d) stubbornness?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 5

Personal Hygiene

Are there children whose faces, hands, or nails are not clean?

Are there children whose teeth show signs of neglect?

Is the hair neatly combed in all cases?

Are there children whose clothing is not properly brushed or adjusted or whose shoes are dusty?

Do you notice any cases where the clothing is insufficient?

Should the weather be rainy the day you observe, notice whether any of the children wear rubber boots or overshoes during school hours.

In observing girls in the higher grades, can you detect any harmful physical effects of wearing high-heeled shoes, tight belts and collars?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 6

Exercise

Are there any children who while exercising are noticeably slow in their response to commands? State the nature and degree of their failure in this respect.

Are there children who cannot imitate the teacher's movements accurately? What is the nature of their failure?

Are there children who cannot execute movements in combination? What is the point of difficulty?

In cases where children do not work vigorously can you discern the reason?

Do you notice cases where children do not wait for the executive part of the command? Does the failure indicate lack of control or lack of attention?

Compare children whom you have an opportunity to observe closely as to (a) quickness, (b) power, (c) accuracy, and (d) grace of movement, rating their ability in each particular.

Did you have occasion to note the quickness in mental work of a child who was slow in response to physical training commands?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 7

A. Physical Defects

When children are taking physical exercise look for defects in bony framework, as curvature of spine, lameness, head held on one side, etc. If any such defects exist, watch the child's face to see whether the exercise gives pleasure or pain.

Describe any tendency on the part of children to mope.

Should there be any children who are thin and pale, show twitchings of the face or hands, wrinkling of the brow, squinting of the eyes, or other abnormalities, describe the defect as it appears to you.

B. Repression

Note the results of muscular inactivity as manifested by the child in (a) loss of interest, (b) lack of attention, (c) inability to concentrate, (d) slowness in mental response, (e) restlessness, (f) general inaccuracy.

5

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 8

Heating and Ventilation

Can you discover any of the symptoms that are indicative of impure air, such as sleepiness, restlessness, lack of attention, relaxed positions, inability to concentrate, and complaints of headache? Is it your opinion that any of the cases you discover are due to impure air or do you think other causes responsible?

Are any frail children sitting near an open window or vent?

Flushed faces, irritability, restlessness, sluggishness, desire for drinking water may be indications that the room is too warm, while cramped positions, poor control of the smaller muscles while writing, and evident pleasure in physical exercise may suggest that the temperature is too low. Should you note any of the above points, state whether you regard them in each case as evidences of unsatisfactory temperature, or due to other causes.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

OBSERVATION EXERCISE No. 10

INSTINCT

Note any evidence of instincts mentioned in the following list: imitation, play, curiosity, ownership, sympathy, love of approbation, ambition, love of power, emulation, and the constructive instinct.

Describe the occasion on which any of these were manifested and state whether they helped or hindered the work of the child.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

OBSERVATION EXERCISE No. 11

EMOTIONS

Notice evidences of emotion shown by the children. How did you discover them? What were the mental and the physical symptoms?

It is suggested that the observer look for any of the emotions named below:

love	sympathy
gratitude	interest
pity	pride
self-reliance	respect
reverence	awe
love of the good and true	love of the beautiful.
fear	

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

OBSERVATION EXERCISE No. 12

IDEAS

Tell how children showed that they had an idea of some object or event. Indicate roughly the nature of the idea. (For example, supposing that the lesson was to teach that a cube has six faces, it would suffice if the observer wrote, "The idea was that a cube has six faces.") Did the children desire to express the idea by action?

Notice any expression of pleasure the children showed as they grasped an idea given them by the teacher.

What are the physical signs that the children have not understood or do not understand?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 13

The Senses

State the nature of the lesson observed. What senses did children use during the period? In what connection? To which sense did the child seem to give most ready response? To which the least?

What concrete aids or illustrations seemed to help the children in getting ideas?

In which of the subjects taught during the observation period did the children have an opportunity to use the senses most?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

OBSERVATION EXERCISE No. 14

IMAGINATION

Outline any cases where the pupil seems to draw on his imagination. Were these spontaneous or suggested, and were they helps or hindrances in the work of the class?

Look for these evidences of the working of the imagination not only in reading and language, but also in arithmetic, geography, history, manual exercise, and nature study.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 15

Attention

Describe the posture of the children while paying careful attention.

Do you notice any children who seem to be attending both to the teacher and to some interest of their own? What were the evidences?

If an unexpected interruption occurred, what was the effect on the class? Was the effect momentary or did it seem to persist?

Pick out some child for special observation as you enter the room. At five-minute intervals give the child the rating A, B, or C, according to his attentiveness, putting down with each of the ten estimates the time and any remarks you may wish to make.

To which of the subjects you observed did the child seem to give attention most easily? Why?

In cases of inattention, how did the children manifest it? Were the causes due to any of the following-named conditions: fatigue, defective hearing or sight, poor ventilation, bodily discomfort, lack of persistence, lack of interest, or difficulty of the subject?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 16

Association and Memory

Give instances where memory appears to be purely verbal, i.e., without reference to the meaning of the words memorized.

Notice any cases you can where one idea seems to call up another idea. What were the ideas associated? Was this association due to any likeness in the two ideas or to the fact that the two ideas first came into the child's mind together?

Describe any instance where unusual memory in some subject seemed due to the child's special interest in the subject.

Describe instances in which the child's memory has been aided by the use of objects or illustrations, or by enlisting his own activity.

Write out any unexpected or irrelevant questions or answers made by a child showing how some point in the lesson had made him think of some apparently unrelated idea. Did you discover that the physical condition of the children had some effect upon memory?

Indicate any difference you observed in the amount or nature of what different children remembered regarding the same subject?

Give any instances when the child seems to be committing to memory by drill or practice.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

Observation Exercise No. 17

A. Environment

Give instances observed of effect of home environment shown by speech, manner, dress, etc. State whether helpful or the reverse.

Note any evidence in the children of superior stock of ideas and habits, and suggest reasons.

Did some element in the child's environment appealing to his senses or feelings seem to attract him more than the environment suggested by his book or lesson?

B. The Will

Describe instances in which a child seemed to act impulsively or without thinking. What started the action?

Describe instances in which a child started or tended to act but checked himself.

Outline the circumstances when a child shows sustained effort, self-control, resolution, deliberation, hesitancy, or determination. Note also facial or bodily expression.

Describe occasions where a child is obliged to decide questions of right or wrong, justice or injustice, either for himself or for others.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year—first term

OBSERVATION EXERCISE NOS. 18 AND 19

REASONING

Notice instances in which general notions are used by children erroneously with insufficient knowledge of their content. State what your evidence is.

In case of sentences given in the form of propositions, consider whether the child gives an original judgment or repeats word forms. Illustrate.

Comment on any valid reasonings of children or any steps in reasoning made by them which you may notice. Fill out in a formal way one of their arguments.

Similarly make a formal statement of any fallacies and explain.

REPORT OF PRACTICE TEACHING

Name of Student.....

School..... Date..... Grade.....

Name of critic teacher .....

Discipline:

Preparation of lessons:

Skill in presentation:

Power of exciting interest

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 2

Discipline

Note whether the teacher's easy control of her class seems to be the result, in part, of attractive surroundings, of attention paid to the physical comfort of the pupils, of a well-arranged program, or of a self-regulating system of class management.

Note whether the teacher appeals, either directly or indirectly, to any incentive mentioned below, and, if she does, describe the effect of the appeal.

1. Desire for good standing.
2. Desire for approbation.
3. Desire for knowledge or efficiency.
4. Desire for future good.
5. Sense of right.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

OBSERVATION EXERCISE NO. 3

DISCIPLINE

If, during your hour of observation, the teacher should make use of rewards for any purpose, note the character of the rewards and the effect of their use.

Note any instance coming under your observation in which the teacher's foresight and tact prevent wrongdoing.

If the teacher should find it necessary to administer reproof, note its character and its effect on the wrongdoer and on the rest of the class.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 4

Preparation of Lessons

The following questions are intended to suggest to you some of the ways by which you may determine the amount of preparation the teacher must have made in order to be able to teach the lesson you are observing:

What materials for class use were prepared before the lesson was begun? What work did the teacher put on the blackboard before beginning the lesson? What illustrative material has the teacher provided?

Should you infer from the teacher's selection and arrangement of topics or questions that she is following a carefully prepared lesson plan?

If you were to give this lesson to what extent would it be necessary for you to study the subject matter? Can you name some books that you would consult?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 5

Skill in Presentation

What new knowledge did the pupils acquire during your hour of observation? In the process of learning, to what extent were their mental and physical powers exercised? How were the new ideas associated with ideas the pupils already possessed? How were the new ideas associated with one another? What devices were used to make the new knowledge clear? Was there anything in the teacher's manner, the tone of her voice, her use of emphasis or inflection, her gestures, her choice of words, that helped the pupils to learn? How did the pupils show that they had learned something new?

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 6

Power of Exciting Interest

State definitely how the teacher obtained and how she held the attention of the class. How did the children show their interest in the lesson? Did you have reason to believe that the teacher awakened in the pupils an interest that will probably be lasting?

If you noticed any pupil who seemed to lose interest in the lesson, give your theory as to the cause.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 7

Skill in Blackboard Work

The following topics are given to show you what to look for when making a study of the teacher's use of the blackboard:

1. Extent, character, and purpose of the pupils' work at the board.
2. Supervision and criticism of pupils' blackboard work.
3. Care shown in the use of erasers and chalk.
4. How blackboards or parts of blackboards not available for pupils' or teachers' daily use are utilized.
5. How the teacher makes use of the blackboard in order (a) to furnish the pupils with models of writing, drawing, arrangements, etc., (b) to make new ideas or processes clear, (c) to establish association between ideas, (d) to emphasize the important points of a lesson, (e) to help the pupils to organize their knowledge.
6. The teacher's skill in using the blackboard in order to convert individual instruction into class instruction.
7. The pupils' interest in the blackboard work of the teacher and of other pupils.
8. The pupils' willingness or unwillingness to work at the board.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Second year—first term

Observation Exercise No. 8

Skill in Drill

Mention all the exercises conducted during your hour of observation which might properly be termed drills. With regard to each (a) state what seemed to you to be the teacher's aim, (b) give her method of conducting the drill, and (c) state what you believe was accomplished by means of the drill.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year - first term

Observation, one period a week.

In the theory department, during this term, the students study logic, and methods in reading, etc., penmanship, nature, study, drawing, sewing, music, and physical training.

In the model school the students should form profitable habits of observation of children. Their attention should be directed to the learner rather than to the teacher, her methods of teaching, or the subject matter of instruction. To systematize this work, the student, before each period to be devoted to observation in the model school, will be provided with printed notes showing what and how she should observe during that period.

At first the physical nature of the child will be considered, the observer's attention being directed to the pupil's sitting and standing postures, to his eyesight, his hearing, his voice. Manifestations of physical discomfort resulting from fatigue, poor ventilation, or other causes, will be looked for. Whenever, in her judgment, it would work advantageously for her pupils, a model teacher may direct an observer to give exercises in physical training to a single pupil or to a group of pupils needing special attention. These exercises may be given in the classroom

or in the yard or the playground, according as the model teacher may decide. They may include exercises for improving the use of the hand in writing, drawing, sewing, or other manual work, and for improving the organs of speech in speaking and reading.

BROOKLYN TRAINING SCHOOL FOR TEACHERS

First year - second term

Observation, one period a week.

In the theory department, during this term, psychology is studied. The teachers of this subject will make use of the student's knowledge of children gained through observation during the preceding term.

In the model school the attention of observers will be directed to methods of teaching and to the subject matter of instruction. An attempt will be made to give students and opportunity to observe the development of a special subject or topic as it is presented in consecutive grades.

At least one lesson a week will be fully and systematically reported in writing by each observer. In preparing a report of a lesson students will be directed to keep subject matter and method distinct. Although students will be provided with a general form for reports, there will be opportunity for the exercise of much individuality in reporting. The reports of lessons in any subject will be read and criticised by the teachers of methods in that subject. If they desire to do so the model teachers may examine these reports after the teachers of methods have read and marked them.

The model teachers will direct observers to instruct backward children, children who have lost lessons through absence, and children who show ability to advance more

rapidly than the rest of the class; to supervise a whole class or a part of a class doing manual work; to prepare material for a series of lessons; to prepare test questions or exercises on a specified topic or series of topics; to write or draw on the blackboard; to examine and rate the written work of children; etc. In allotting these tasks model teachers will be largely influenced by the needs of their pupils.

When studying the mental powers and development of the child, the observer will be directed to look for manifestations of different kinds of perception, of retentivenass, of power to form mental images, of power to judge and to reason, of emotional capacity, of will power. At the discretion of the model teacher, tasks may be assigned to the observers. Such tasks as the following are suggested: assisting in class instruction in penmanship, reading, spelling, phonics, nature study, drawing, sewing, or music; examination and rating of children's written exercises; preparation of material for lessons; blackboard writing or drawing.

During this term, in discussing with students the results of their observation and in criticising their practical work, teachers in both the theory department and the model school will try to make the child's well-being, rather than the teacher's skill, the important consideration.

The model teachers will follow their regular daily program of exercises whether observers are present or not. Although the attention of observers will not be directed to

methods of teaching, much will be learned concerning methods during this term, and the teachers in the theory department will not hesitate to use the results of student's observation to illustrate their instruction in methods of teaching.

BROOKLYN TRAINING SCHOOLS FOR TEACHERS

Second Year, - First Term

Observation, one period a week.

In the theory department, during this term, school management is studied, as well as principles of education and methods of teaching.

In the model school the attention of observers will be directed to the means by which a class is properly "managed". Because the students have been for a year directing their attention to the child, to methods of teaching him, and to the subject matter of instruction, they should now be able to account for the way in which "teacher and pupils react upon each other", the way in which "mind answers to mind" in any given case. Simple forms will be provided for exercises in analysis of teaching processes. These exercises will be more complex in character than the reports of lessons written during the preceding term, having to do not only with method and subject matter but with the learner's "reaction" as well.

Opportunity will be given the students to observe the school as a whole, its organization and discipline. An attempt will be made to interest the students in some form of social service in connection with the model school.

Students will do practice work during a part of every period spent in the model school. Unless a model teacher should assign an observer to work in her room, the practice teaching will be done in a "practice room" in charge of a critic teacher. Here several students will teach at the same time, the pupils being single children or small groups of children. An attempt will be

made to give the students who teach in this room an opportunity to make investigations in their own way and to discover through actual experience the best ways of solving problems in teaching. Before the expiration of any period spent in the model school the critic teacher in charge may hold a brief conference with the students who have been teaching in the "practice room".

SCHOOL DOCUMENT NO. 3—1917

BOSTON PUBLIC SCHOOLS

COURSES OF STUDY FOR THE NORMAL SCHOOL

CITY OF BOSTON
PRINTING DEPARTMENT
1917

INTRODUCTION.

Two three-year courses are offered for women graduates of high schools, — one designated the "Elementary Course," which qualifies for service in any grade of the day elementary schools of Boston, and one called the "Kindergarten-Primary Course," which qualifies for service in the kindergarten and in the first three grades. (For admission examination requirements, see pages 10–12.)

Two one-year courses are open to men and women graduates of a university or college approved by the Board of Superintendents,— one training for high school service and one for elementary school service. (For admission examination requirements, see pages 11–12.)

Women graduates of a three-year course in a state normal school approved by the Board of Superintendents may be admitted to the Boston Normal School without examination and, if they prove to be qualified, may be admitted to the senior class.

Women graduates of a two-year course in a state normal school approved by the Board of Superintendents may be admitted without examination to the second-year class.

Pupils are admitted to the school at the beginning of the school year, and at no other time.

All pupils are admitted to the school on probation, and if, in the opinion of the Superintendent, they prove to be unsatisfactory, may be dismissed from the school.

NORMAL SCHOOL COURSES OF STUDY.

ELEMENTARY COURSE. (THREE YEARS.)

First Year.

	Periods per Week.
Educational Psychology (College)	3
English Composition (College)	4
Advanced Mathematics (College)	4
Biology (College)	3
Oral Expression	1
Penmanship	1
Subjects not requiring outside study:	
Drawing and Manual Training	2
Choral Practice	1
Gymnasium	2
Observation	2

Second Year.

	Periods per Week.
Principles of Education (College)	3
Hygiene (College)	3
Geography (College)	6
English Literature	1
Oral Expression	1
Music	1
Penmanship	1
Subjects not requiring outside study:	
Drawing and Manual Training	2
Choral Practice	1
Gymnasium	2
Methods in English (half-year) and Arithmetic (half-year)	4
Practice in Model School included in Methods	1

Third Year.

One-half year devoted to practice teaching, of which three months is to be with selected training teachers, and two months in charge of a class.

One-half year devoted to Normal School instruction as follows:

	Periods per Week.
English Literature (College)	4
History and History of Education (College)	6
Principles of the Kindergarten	4
Methods in Music	1
Methods in Geography (10 weeks)	4
Methods in Science (10 weeks)	4
Methods in Hygiene	1
Methods in Physical Training, including Gymnasium	2
Methods in Drawing and Manual Training	2

Note.— The word "College" placed after the name of any subject signifies that the course in that subject has been approved by the Harvard Administrative Board for University Extension and will be accredited toward the degree of Associate in Arts.

KINDERGARTEN-PRIMARY COURSE. (THREE YEARS.)

First Year.

	Periods per Week.
Elementary Psychology (College)	3
English Composition (College)	4
Biology (College)	3
Oral Expression	1
Penmanship	1
Kindergarten-Primary Principles	5
Subjects not requiring outside study:	
Drawing and Manual Training	2
Music (vocal training)	1
Gymnasium	2
Observation	2

Explanatory notes:

Kindergarten-Primary Principles —

The beginnings of child study — of children's interests and tendencies, leading to study of Froebellian principles, games, stories, gifts, handwork and music.

Observation —

First Term: A bird's-eye view of the elementary system — Model School observation.

Second Term: Two or three hours a week in kindergarten; visits to assigned kindergartens; visits with kindergarten training teacher.

Second Year.

First Term.	Periods per Week.
History and History of Education (College)	3
English Literature	1
Kindergarten-Primary Principles and their application	6
Music	2
Penmanship	2
Hygiene	2
Observation and Practice	8
Gymnasium	2

Explanatory notes:

Music — 1 hour vocal.
1 hour instrumental.

Kindergarten-Primary Principles and their application:

Froebellian Principles	2
Gifts	2
Handwork	2

Observation and Practice —

Two mornings per week in the kindergarten. Students to be given definite responsibilities increasing in amount and value.

Note.— The word "College" placed after the name of any subject signifies that the course in that subject has been approved by the Harvard Administrative Board for University Extension and will be accredited toward the degree of Associate in Arts.

Second Term.

	Periods per Week.
History and History of Education (College)	3
English Literature	1
Kindergarten-Primary Principles and Methods	12
Music	2
Hygiene (unprepared)	1
Observation and Practice	8
Gymnasium	2

Explanatory notes:

Kindergarten-Primary Principles and Methods:

Methods in English	3
Methods in Arithmetic	2
Methods in Science	1
Froebellian Principles	2
Gifts	3
Handwork	1

Third Year.

First Term.

	Periods per Week.
Principles of Education (College)	3
English Literature (College)	4
Social Welfare	2
Art (unprepared)	1
Kindergarten-Primary Principles and their application	7
Music	1
Observation and Practice	8
Methods in Physical Training including Gymnasium	2

Explanatory notes:

Social Welfare — Study of social conditions, preparation for mothers' meetings, home visiting, etc.

Music — Methods and development of students' appreciation.

Art — Cultivation of students' taste through work in color and clay, supplemented by visits to the Art Museum.

Kindergarten-Primary Principles and their application:

Educational Theory	3
Program	2
Handwork	1
Games	1

Observation and Practice — Two mornings a week. Ten weeks in primary grades, eight weeks in kindergartens.

Second Term.

Practice teaching in kindergarten and primary grades, of which three months is to be with selected training teachers, and two months in charge of a class.

Note.— The word "College" placed after the name of any subject signifies that the course in that subject has been approved by the Harvard Administrative Board for University Extension and will be accredited toward the degree of Associate in Arts.

COURSES FOR GRADUATES OF APPROVED COLLEGES. (ONE YEAR.)

Before January 1 following the date of admission to the school, college graduates are required to choose between a course preparatory for high school teaching and a course for elementary school teaching. Those who elect the high school course will be required to indicate their choice of the major and minor subjects to which they desire to give special attention.

Course for High School Teaching.

One-half year devoted to observation and practice teaching in the schools, of which at least two months are given to practice teaching in high schools in the department chosen for the major subject.

One-half year devoted to Normal School instruction as follows:

	Periods per Week.
Principles and History of Education	2
Educational Psychology and Hygiene *	2
Advanced English Composition, Oral and Written	2
Penmanship *	1
Physical Training	1
Methods in Major Subject	5
Methods in Minor Subject	5

These major and minor subjects are chosen from the following list: Biology, Chemistry, Economic and Commercial Geography, English, French, German, History, Latin, Mathematics, Physics, Spanish.

Note.— Any of these courses will be withheld if an insufficient number apply for them.

Course for Elementary School Teaching.

One-half year devoted to observation and practice teaching in the schools, of which three months are to be with selected training teachers and two months in charge of a class.

One-half year devoted to Normal School instruction as follows:

	Periods per Week.
Principles and History of Education	2
Educational Psychology and Hygiene *	2
Penmanship *	1
Methods in Physical Training	1
Methods in English	5
Methods in Mathematics	5
Methods in either Geography or History as elected	5

The standard for satisfactory completion of either course for college graduates is the acquisition of at least 700 points on a scale of 900; and a standing of 70 per cent. in each term's work, namely, in the five months of practice teaching and in the five months of Normal School instruction.

* These courses will be required throughout the year.

The satisfactory completion of either course will entitle the graduate to the Normal School diploma and to the certificate of qualification IX., Elementary School, Special. (The certificate of qualification IX., Elementary School, Special, makes the holder eligible for service as assistant in day elementary schools, and as substitute for submasters and for first assistants in day elementary schools, and as substitute for assistants in day high schools.)

PREPARATORY COURSE OF STUDY FOR THE NORMAL SCHOOL.

The following preparatory course for high school pupils who purpose applying for admission to the Boston Normal School was adopted by the School Committee June 28, 1917.

One point represents the value of work done at passing grade in a subject having prepared recitations once a week throughout a school year; two points represent two prepared recitations per week throughout a school year, etc.; 80 points are required for a diploma.

Subjects.	Points.
First Year.	
English I.	4 or 5
Foreign Language I.	4 or 5
Mathematics I. (Algebra *or* Geometry)	4 or 5
History I.	3
Hygiene	1
Physical Training I.	2
Choral Practice I.	1
	19 to 22
Second Year.	
English II.	4 or 5
Foreign Language II.	4 or 5
Mathematics II. (Algebra *or* Geometry)	4
Biology (Optional)	3 or 4
Drawing I. (Optional)	3
Physical Training II.	2
Choral Practice II.	1
	21 to 23
Third Year.	
English III.	3 or 4 or 5
Foreign Language III.	4 or 5
Drawing II. (Optional)	3
Physics *or* Chemistry	4
Physical Training III.	2
Choral Practice III.	1
	17 to 20
Fourth Year.	
English IV.	3 or 4 or 5
Foreign Language IV.	3 or 4 or 5
United States History under the Constitution	4
Chemistry *or* Physics	4
Physical Training IV.	2
	17 to 20

It is required that the preparatory course for admission to the Normal School shall include

(*a*) Four years of English; at least 14 points.

(*b*) Four years of a foreign language; at least 16 points. (The four years of foreign language study should be devoted to a single language. Two languages may be offered only with the approval of the Board of Superintendents.)

(*c*) Two years of mathematics (algebra and plane geometry); at least 8 points.

(*d*) Two years of history, including United States History under the Constitution; at least 7 points.

(*e*) One year of science (physics or chemistry); at least 4 points.

Music Requirements for Candidates for Admission to the Kindergarten-Primary Course.

Candidates for admission to the Kindergarten-Primary Course will be required to demonstrate ability to sing (carry a tune) and to play the piano. Ability to play will be tested and candidates will be divided into two groups, *i. e.*, (*a*) pupils who play so well that a minimum amount of practice will warrant a satisfactory result, and (*b*) pupils whose ability is such that class instruction by a member of the music department and some regular amount of daily practice on the piano, say 45 minutes, will bring them up to a satisfactory standard by June of the third year of the Normal School course.

Examination and Certificate Requirements.

Medical Examination.

All candidates are required to pass a satisfactory medical examination, given under the direction of the Director of Medical Inspection of the Boston public schools, showing that they have good health and no physical characteristics likely to interfere with their success as teachers.

Graduates of Boston Public High Schools.

Entrance examinations for high school graduates are held annually at the Normal Schoolhouse on the second Friday and preceding Thursday in June.

Graduates of Boston public high schools are required to present signed certificates showing that they have pursued the *prescribed course.* No examination in any of the above *prescribed subjects* (*a*) to (*e*), inclusive, is required when a grade of A or B is certified. Examination is required in each of the *prescribed subjects* in which the grade certified is C or lower.

Graduates of Other than Boston Public High Schools.

Candidates who are not graduates of Boston public high schools are required to present signed certificates showing that they have pursued the *prescribed course.* No examination is required in any subject of the first three years of the course when a grade of 75 per cent. or better is certified.

All candidates from other than Boston public high schools are examined in each of the *prescribed subjects* of the *fourth* year of the Normal Preparatory Course as outlined in this circular.

Application should be made to the office of the Secretary of the School Committee, Mason street, Boston, for the prescribed form for certification of candidates. This form filled out with candidate's high school record should be forwarded to the Secretary not later than July 1 preceding the date of examination for admission to the Normal School.

Graduates of Colleges.

All candidates for admission to the courses for college graduates are required to pass an entrance examination prescribed by the Board of Superintendents, which examination will consist of one major subject and two minor subjects (one of which minors shall be English composition and rhetoric) elected from the following lists:

A subject chosen as a major may not also be taken as a minor.

Major Subjects.

Economics.
English and American Literature.
History:
  Mediæval and Modern, *or* American.
Languages:
  French, *or* German, *or* Latin, *or* Spanish.
Mathematics:
  Trigonometry.
Sciences:
  Biology, *or* Chemistry, *or* Physics.

Minor Subjects.

English Composition and Rhetoric required of all candidates, and *one* of the following:
Economics.
History:
  Mediæval and Modern, *or* American.
Languages:
  French, *or* German, *or* Latin, or Spanish.
Mathematics:
  Algebra and Geometry.
Sciences:
  Biology, *or* Chemistry, *or* Physics.

The 1917 examinations for college graduates will be held at the Boston Normal School, Huntington avenue, near Longwood avenue, on Tuesday, September 4, beginning at 9 o'clock a. m.

[2,500-3-27-'17.]

OBSERVATION IN THE BOSTON NORMAL SCHOOL.

Connected with the Boston Normal School is a model school used primarily for observation by first and second year students. It is an elementary school district of the Boston system operated independently of the Normal School and under the direction of a principal. The aim during the first year of observation is to furnish students with a broad range of ideas concerning the fundamental principles involved in teaching and to give opportunity for contact with individuals and groups of children. Students elect courses and are divided into two groups, - one for the elementary school course and one for the kindergarten-primary course. The former group observes in the primary and grammar grades of the model school, the latter in the kindergarten and primary grades.

Lessons are given by the regular teachers of the model school who receive extra compensation for their services, namely, eight dollars a month in addition to the salary of their grade. There is little, if any departure, from the regular plan of work in the model school when students are observing. The teachers and the principal hold conferences with students after lessons are observed for discussion and reports. During the second year, students are permitted to teach small groups of pupils in the model school for short periods.

The practice teaching for third year students in the elementary course covers one half year. Two months are

spent with selected training teachers and three months in independent work in charge of a class. This work is under the direction of the department of practice and training, and it is carried on without connection either with the normal or the model schools. Practice teaching for the students of the kindergarten-primary course is in charge of the director of kindergartens for the kindergarten teaching and under the direction of the department of practice and training for practice in the primary grades.

THE WORK OF THE DEPARTMENT OF PRACTICE AND TRAINING.

Boston Public Schools.

Prior to 1912, a specially assigned teacher of the Boston normal school supervised all the practice work that the normal school students carried on in the elementary schools of the city. There was also in the school system a department of substitutes in charge of a supervisor who assigned, directed and estimated the work of normal school graduates serving as substitutes in the elementary grades. An important duty of the supervisor of substitutes was to prepare data relative to the merits of these substitute teachers for the board of superintendents to aid in establishing a merit list. This list, with the ratings of candidates, was printed and distributed. Appointments to the regular service were made in order from this list.

That there might be greater efficiency and coordination, the superintendent of schools recommended that a new department

created with power to direct all the teaching experience of practice students and substitutes, consequently the department of practice and training was organized in September, 1912, with the former supervisor of substitutes as director. Recently the latter was appointed an assistant superintendent of schools in charge of the department. At present there are in the department a first assistant director and four assistant directors, all of whom were chosen from the teaching staff of the city. In many ways the work of this department is unique and far superior in its organization to any method of supervising instruction in use in this country.

The senior class of the Boston normal school, numbering usually about one hundred, is divided for practice teaching. One half is assigned to work in the elementary schools for five months beginning in September. The other half has a similar assignment for the term beginning in February. Training teachers chosen by the superintendent receive the students for a period covering four weeks. Each student spends two months in observation, practice and teaching under the immediate supervision of training teachers. To broaden the outlook and give additional experience, students are assigned for their work to low, medium and high grades in different sections of the city. Classroom study occupies four days each week. Half of the remaining day is spent at the normal school and half with the assistant super-

intendent in charge and the directors of the department for special study. The latter includes practical application of the principles of education to teaching, class management and discipline, and the discussion of such problems as grow out of the student's weekly teaching experience. Once a week each student presents the written plan of a teaching exercise for criticism and suggestion. These are discussed at a conference between the director and the student group.

While it is expected that each student will meet the situation in which she is placed with interest and vigor, a minimum amount of actual teaching is all that is expected at the beginning, this to be raised as the student gains in confidence and develops possibilities. At all times a student is to be a help to the training teacher. After one week's practice in a class each student has a visit at a stated time from a director of the department who is responsible for the work of one group of students throughout the whole practice period. During the first two months each director makes usually four visits to a student. The first one is not estimated. A conference between the student and director follows each visit. The points of the student's lesson are discussed and constructive help is given so that the practice student is guided to further improvement. The main points of this criticism are written along with the estimate for the lesson, and a copy is given to the student. At the close of each period with a training teacher the principal in charge of the school sends, on a printed form issued by the department of practice and training, an estimate of the student's work to the assistant superintendent in charge.

Students are estimated by the training teachers responsible for their progress and by the principals in charge of the schools to which they were assigned on the following basis:-

1. Personal efficiency as shown in

   Punctuality

   Use of English

   Neatness

   Voce and Manner.

2. Teaching ability as shown by

   Power to organize subject-matter of lesson

   Power to awaken and hold interest

   Power to manage and care for material.

The completed reports with suggestions for students' improvement are sent to the assistant superintendent in charge of the department.

Throughout the entire period of observation and practice teaching students are in a stimulating environment with most helpful and encouraging conditions. They gain confidence in their own power, learn to be critical of themselves and to accept criticism from others, that they may improve in skill and teaching ability. Their effort at first is directed toward a masterly presentation of subject-matter. Gradually the training teacher offers greater responsibilities and students undertake along with their teaching, class discipline. Soon they realize that good teaching is fundamental to discipline. Thus trained to emphasize

the essential matters in their work they are well fitted for the next step in their preparation. That the latter may be of greatest benefit, each student has a three month's continuous assignment in an elementary school under the direction and supervision of the principal. Students are here thrown largely on their own resources under such conditions as they will meet after graduation.

The plan for the period of independent practice teaching is two fold, arranged to include group work and class instruction. The school principal arranges a program of subject and grade assignments, after which the students assume responsibility for the instruction and progress of those pupils entrusted to them. That they may teach with due regard for the development of the children each student is given one group of backward but improvable pupils for daily instruction during the entire practice period.

This affords an opportunity for an intimate study of individual differences and limitations, providing the student teachers with their finest chance to utilize their own powers in every possible way to reach and to develop these latent minds. The pupils learn to measure their daily progress in subject matter by making individual graphs. The student measures class improvement and individual progress for the entire period by specimens of work, graphs, and percentile records. Each student is required to keep a program book which is to include briefly an outline of each day's preparation of subject matter. Further it is to include a study of each individual pupil in the group and an analysis of the method

used to meet each individual need along with such specimens of work as will show in how many directions each pupil has improved. These and the pupils' graphs from in part a record of the student's experiences growing out of this laboratory experiment.

The plan outlined for class instruction may include daily preparation and teaching of one subject in a grade for a long period or it may be divided to include several subjects in different grades; dependent upon the student's own strength and ability.

During the assignment for independent work, the director in charge makes three visits to each student; the first one to assist in the solution of the problem and the others to estimate teaching ability and evidences of skill in management.

At the end of the three months' period the principal forwards to the department of practice and training an estimate of the student's work based on the following points:

1. Preparation of lessons;
2. Ability to arouse and hold interest of pupils;
3. Ability to make effective the lesson period;
4. Power with backward pupils;
5. Punctuality.

An average of all records submitted by the school principals together with the estimates of the visiting director gives the student a mark for practice work which counts as one-third of the final rank for graduation from the normal school.

The Boston Normal School further provides a one-year course for college graduates who pass the entrance require-

ments and who are desirous of teaching either in elementary or high schools. One half year is spent in observation and practice teaching, with at least two months of this time in the grades of an elementary school. The second assignment is based on the decision of the student. He is assigned to a high school for three months in the departments in which the college graduate has chosen his major and minor subjects or else he remains in independent work in the elementary grades. The practice work for the half year is in charge of the department of practice and training. The remainder of the year is spent at the present time in study at the normal school.

Women students receive their assignments for the first two months in primary, medium, and high grades of the elementary schools; the men students begin work in the grammar grades, and during their last period, if they choose elementary work, carry on observation and practice in the eighth grade under training teachers who are master's assistants or submasters.

The assistant superintendent in charge of the department gives an extended course on principles of education, and their application to teaching, to these students, correlating it specifically with the actual situations they meet in their practice work. Conferences with the directors in charge of assigned groups of students and visits to observe the students' teaching ability are arranged for in the same manner as for normal seniors. Each college graduate assigned for three months' independent work in either elementary or high school follow the plan already outline. The period is for each one of laboratory work and a similar record of work accomplished is expected as of

other sections of the senior class. College graduates remain under the supervision of an assistant director for five months. From the principals' reports similar in scope to those asked for other students, together with the estimates of the assistant directors, each college graduate receives an average practice mark which counts one-half of the final rank for graduation from the normal school.

On the completion of the normal school course all graduates are placed on one merit list according to their records. This merit list furnishes one group of substitutes for the city service.

By arrangement with the department of practice and training, the department of educational investigation and measurement assumes charge of the normal school seniors during fifteen days of their period of observation and practice. During this time lectures, instructions and training prepare the students to give standard tests, and correct their results. When this is accomplished the students act as examiners to give these tests in the various elementary schools. They are given in two groups, the first one in December to try out and standardize tests and the second one in May to apply such tests as have already been standardized. For their accuracy and ability in this work each normal student receives a mark which counts a slight part of the final normal school rating.

Boston normal graduates of previous years are rated on a so-called prior list and from this, in order, more experienced substitutes are selected. Graduates of the current year are rated on a separate list for one year, and receive substitute work in

To the Director of Practice and Training

REPORT OF .....

..... School ..... Grade. From ..... to .....

I. **Personal Efficiency** as shown in

1. Punctuality

   Times tardy _____

   Times absent _____

2. Use of English _____

3. Neatness _____

4. Voice and Manner _____

II. **Teaching Ability** as shown by

1. Power to organize subject matter of lesson _____

2. Power to awaken and hold interest _____

3. Power to manage and care for material _____

Suggestions for improvement:

Signed ..... ,Training Teacher.

....., Principal.

SCALE OF MARKING:

Excellent
Very good
Good
Fairly good
Passable
Unsatisfactory

BOSTON
213 PUBLIC
SCHOOLS

DAILY RECORD OF OBSERVATION AND PRACTICE
BOSTON NORMAL SCHOOL

DATE	SUBJECT	TOPIC

SPECIAL ASSIGNMENT OF PRACTICE STUDENT.

HAS MORE TO DO WITH

1. OBSERVATION AND CLASSROOM PRACTICE.
2. INDEPENDENT TEACHING OF SELECTED GROUP.

Report of

Grade

Observation and Practice

Independent Work

Preparation of lessons

Ability to secure and hold interest

Ability to make effective use of lesson period

Progress of pupils in growth

Discipline

Remarks

Teacher

Principal

Student Standing:
Excellent
Very good
Good
Fairly good
Passable
Unsatisfactory

BOSTON
368 PUBLIC
SCHOOLS
(500-7-11-'17.)

SPECIAL ASSIGNMENT OF PRACTICE STUDENT.

THIS WORK IS TO CONSIST OF

1. OBSERVATION AND CLASS ROOM PRACTICE.
2. INDEPENDENT TEACHING OF SELECTED GROUP.

Report of .....

From ..... to .....

	Observation and Practice.	Independent Work.
Preparation of lessons,	.....	.....
Ability to arouse and hold interest,	.....	.....
Ability to make effective use of lesson period,	.....	.....
Progress of pupils in group,	.....	.....
Punctuality,	.....	.....

Remarks .....

.....

.....

.....

.....

Teacher.

.....

Principal.

Scale of Marking:
- Excellent
- Very good
- Good
- Fairly good
- Passable
- Unsatisfactory

DEPARTMENT OF PRACTICE AND TRAINING

RECORD CARDS

FOR OBSERVERS AND SUBSTITUTES

BOSTON
211 PUBLIC
SCHOOLS

RECORD OF OBSERVATION AND PRACTICE.

Name

Residence

Telephone

School	Grade	Date	Principal's Mark	Director's Estimate

169 BOSTON
(500-6-14-'18.) PUBLIC
SCHOOLS

RECORD AS SPECIAL ASSISTANT, TEMPORARY OR SUBSTITUTE TEACHER

Name

Telephone

Residence

Certificate Expires

School	Subject or Grade	Date	Number of Days	Principal's Estimate	Director's Estimate

21

DEPARTMENT OF PRACTICE AND TRAINING

DIRECTIONS TO

Substitutes, Special Assistants and Temporary Teachers

1. The pupils in our schools are entitled to a carefully prepared day's work in a wholesome, well-kept school room.

2. Each day's work is to be carefully planned, and your program is to be sent to this office. This plan for the **entire day** is to be written in the program book, and kept on your desk for the inspection of principals and supervisors. The absence of this evidence of careful preparation will mean loss of credit.

3. Report at the school to which you are assigned until you are dismissed by the **principal** or the **assistant in charge.** In **case** of **absence, notify** the **principal** and **this office.**

4. Read the Rules and Regulations of the School Committee pertaining to the duties of teachers. During your service in a class room, you are responsible for all official records, including attendance blanks, book accounts, temperature records, etc. See the principal or assistant in charge for specific directions.

5. All substitutes, special assistants and temporary teachers are expected to attend, during their various assignments, all conferences and grade meetings called by special supervisors or by the principal.

6. Make your teaching concrete. **Avoid** concert work and recitation by rows. Aim for individual reaction in your class exercises. See that your seat work supplements, reenforces or prepares for teaching exercises.

(1M.-6-14-'18.)

the order of their rating. This rule of offering substitute work to the next unemployed graduate on either list has never been broken. Graduates are certificated by the local school committee for six years. Current year graduates must serve one probationary year as a substitute before appointment. After one year's service substitutes on the current and prior lists are re-rated by the board of superintendents on the basis of the estimates of the principals of the schools in which they served and of the department of practice and training, and form the prior list for the ensuing year. The majority of the appointments to the city schools are made from the prior list.

All substitute work of Boston normal school graduates is under the direct supervision of the department of practice and training. Each substitute is visited usually once a month for a period ranging from forty-five minutes to one hour. Unless for exception reasons, all visits to substitutes are estimated. The first visit to a graduate on the current year list is for consturctive help and is not marked. Each substitute is judged by her ability to meet and cope with the situation in which she is placed. Briefly, a basis for a fair estimate may be found in the following points:

1. Mechanics of the school room; routine work.
2. Environment; including neatness, general appearance of the room; ventilation, etc.
3. Pupils' reaction to teaching as shown by Interest, attention, self-direction

self-expression,

Individual growth,

Class habits.

4. Teacher's power as indicated by

preparation of lessons,

Problem instruction,

Socialized recitation,

Class control,

Personal qualities.

Each teacher keeps in a program book a brief plan of each day's work indicative of subject matter, method, and class progress. Following each visit the assistant director and the substitute meet in conference. All good point seen in the work are noted. Defects are discussed in the light of constructive suggestions based always on sound principles of teaching. A brief written outline of each visit with suggestions for improvement and a written estimate for the work is kept by the assistant director and a copy is given to the substitute. The mark for any teaching period is a personal matter unless asked for by the assistant superintendent in charge. By this method there is absolute frankness between substitute and supervisor. It further enables each director to judge the work of a substitute' ability with an unbiased mind. At the close of the school year all marks are tabulated on record cards by the assistant superintendent in charge and submitted to the board of superintendents to be used as a basis for re-rating substitutes for a new merit list.

Normal school graduates rated on the eligible list

assigned to any branch of the school system are under the direction of the department of practice and training until permanently appointed. Hence there are estimated visits and conferences for those who substitute in high schools, in junior high schools, in special schools for immigrants, and in continuation schools.

During seasons of severe weather and prevelant sickness, Boston employs nearly four hundred substitutes each month, which includes those already engaged in long-term work and those employed for a few weeks. If under the stress of work the supply of substitutes is exhausted, teachers previously in the service, graduates of state normal schools, and others duly qualified, are certificated for one year's service in Boston. The responsibility for the success of their teaching rests with the department of practice and training.

During the year 1917-18, roughly estimated about three thousand visits were paid to substitutes in their classes by members of the department exclusive of the visits to normal school students, and to normal school student teachers by members of the department. The salary of a substitute in the elementary grades is three dollars a day with a proportionate increase for those in high schools. The department further has full charge of all substitute payrolls and during the year 1917-18 the salaries paid for temporary service totalled $114,000.

One of the weak points in the teaching system of various cities is the lack of organization and care in assigning substitutes. It is in some type of substitute work that the graduates of normal schools, recently under the watchful direction

of experienced training teachers, first try out their powers. Many fail often because the normal course offers no practical experience outside the city training school, and also because substitutes working without direction cannot meet the trying situations in city schools skilfully and without waste to the pupils. The present day discussion of vocational education ought to help in making advance in this problem. Apprenticeship needs are very real in teaching. They represent the important principle of early specialization. Direction, encouragement, and cooperation can make efficient teachers of such beginners who otherwise would be a source of waste and discouragement.

The department of practice and training aims to establish a unity of purpose and effort among the student teachers and substitutes in the Boston school system. There is slight personal waste of time or energy in adjustment to new situations since the same supervising body assists and directs the workers throughout their entire probationary period. There is a feeling of professional kinship and good personal relation between the department and substitute teachers with a view to drawing out their best. At personal conferences following visits to classes, a valid educational reason is found for every method of teaching and every problem of discipline. With the aid of creative and stimulating suggestions probationers analyze their own work in terms of positive ideals. The department of practice and train-

ing provides concrete material in the form of illustrative lessons, suggestive outlines, or selected reading and aims to leave substitutes with clearer views of what should be done and with inspiration to seek a better way. The value of the work cannot rise much above the level of its supervision. Its progress may be measured by the skill, character, attainments, tact, and zeal of the department, and the spirit of cooperation it fosters.

One criticism against such a plan of teacher training as Boston uses is that removal of the practice work from direction connection with the normal school narrows the scope of the latter. This is offset by the growth, effectiveness, and initiative shown by substitute teachers who have profited by such training as has been described and by the increasing numbers of regularly appointed teachers who confer with the department for suggestion and help.

SUBSTITUTE TEACHERS IN THE UNITED STATES

Los Angeles provides six specially selected efficient teachers chosen from the regular grade teachers to substitute in the absence of teachers, and also to assist weak teachers. If a grade has run down, owing to the work of a poor teacher, one of the substitute teachers is assigned to bring the grade up to standard after which a regular teacher is assigned. The salary

paid to these emergency teachers is much larger than that of the regular staff.

Houston, Texas, has two regularly appointed unassigned teachers who assist in emergencies and substitute for absent teachers receiving ten dollars a month more than the maximum for grade teachers.

St. Louis does not require final examinations of its normal students. They are rated according to the number of credits made in subjects during the two years of the course, and this forms the basis of a substitute list. New York City students must satisfy the examinations set by the state authorities. In Cincinnati the city board of examiners determines the place on an appointment list by "scholarship, examination mark in theory and practice, and practice mark given by the instruction staff in theory and practice." In Baltimore the substitute list is determined entirely by an examination given by the board of superintendents. In numerous cities namely Chicago, Detroit, New Orleans, Richmond, St. Paul, Jersey City and Trenton, the substitute list is determined by the normal school faculty. In the majority of cities of the country graduation from a city training school carries no guarantee of future employment.

The situation in Cleveland, Ohio, is unique but not wholy commendable. The city maintains an effective normal training school offering a two year course of study. Applicants are admitted whose general average for the high school course is 85%. The state certificates graduates of the school

who serve one year of probation in the city schools. Certified substitutes from outside the city serve a probationary period of one-half year. Married teachers previously in the city service form a group of permanent substitutes who are employed at a salary slightly less than that paid to regular teachers. While the superintendent of schools is given the responsibility for the appointment of teachers, he has not until recently been given sufficient means to offer positions in the Cleveland schools to well trained available teachers outside the city. Cincinnati uses a system of "cadetting" whereby young teachers gain two month's experience in full charge of a room for which they receive pay at substitute rates. This city plans to give graduates a trial year of teaching under inspection with pay. The method generally in use in cities is to allow graduates to accept substitute work whenever it presents itself but it has no concern with the effectiveness and efficiency of these graduates. Trenton, New Jersey, makes this statement:

> "We are convinced that we should have some kind of an arrangement for the extension of the training-school work, so that it can control an apprenticeship school of apprenticeship classes for beginning teachers. We believe that we are losing some very valuable candidates for the profession because in our trying-out process of beginning teachers, with whatever principals they chance to be assigned to, some good candidates find it impossible to make good and give up completely discouraged."

The graduates of the Detroit normal school teach a probationary

period of one and one-half years. Special supervisors report on the work of these cadets whose final contract with the city depends on the character of these reports.

TRAINING CLASSES

Apart from the state and city normal schools there are, in many of our smaller cities, training classes connected with the high schools where students may study methods preliminary to actual class room experience, the length of the course varying from one to two years. Such conditions are found in Maine, Vermont, and many of the southern states. In Memphis where there is no training class, high school graduates of good standing may gain practical experience by assisting grade teachers. The substitute work in the different schools is given to those young students who are successful aids. If satisfactory they are appointed later to the regular service.

In many states technical training in training classes plus a stated number of years experience is considered satisfactory preparation for a teacher desiring to teach in the larger cities.

One difficulty that confronts cities and towns of the central and southern states is how to provide suitable training for the colored teachers who teach in segregated schools. St. Louis, Baltimore, Richmond, Washington and Louisville have special training schools for colored teachers. Many smaller cities maintain training classes connected with the local high schools. Washington, Baltimore and St. Louis offer the same salary to white and colored teachers.

Nearly all cities make some provision allowing experienced teachers from other schools to enter the permanent

service. In determining the teacher's salary some credit is given for previous teaching experience. In Boston, examinations are held annually by the board of superintendents. Those who pass these examinations are placed on an eligible list but are not re-rated. A visit by an assistant superintendent to the candidate in the classroom to observe methods in teaching, class control, etc. is another factor which enters into the rating. Certificates are valid for six years.

SUMMARY

Throughout the United States there is a lack of standardization in the preparation and training of teachers. With the increasing number of high schools, graduation from a four years' course should be the minimum academic requirement for entrance into a state normal or city training school. If academic high school courses are eliminated from normal schools there will be time and preparation saved which may be successfully utilized to develop professional courses and to make additional provision for carefully supervised practice teaching. The vocational significance of the normal school lies in the differentiated courses offered to students.

Practice teaching should be begun for short periods as soon as students get a grip on the simplest principles of teaching. Observation is not enough. They should have the satisfaction of actually working out a simple teaching experi-

ment as they would any experiment assigned as laboratory study in a science course. Practice periods may then be lengthened to include a day's work alternating with a day of study in the normal school, or longer, as growth and skill allow. All students should have an opportunity for intensive study of as many grades and conditions in the local schools as is possible with relation to their chosen courses for one long consecutive period before graduating.

The state should certificate graduates of all normal schools within its borders. Standards should be set up by the strongest units in order to lift up the weakest. This will be accomplished only by training and improving the teachers' powers and the quality of their work. Local school committees may have the privilege of examining candidates for positions in the city schools. These examinations should be open to students of state normal schools also and an eligible list made from the combined ratings of the graduates of the city and normal schools. From this list, and in order, permanent appointments to the city school system should be made. A city that allows few new comers to enter its system is decreasing its own efficiency. Teachers trained elsewhere than in the city training schools offer to the service new ideas, new standards of professional preparation, and enthusiasm which no system can overlook if it wishes to keep its teaching staff abreast in culture and professional attainments.

TRAINING OF TEACHERS IN SERVICE.

Teaching demands increasing professional growth of those who engage in it. It is not enough to furnish and expect a stated amount of training for all but there should be an ever increasing stimulation in the service itself to encourage permanently appointed teachers to do more than is required of them. This may be brought about by teachers' meetings in district or school systems, teachers' institutes, organized reading circles, or even by local committess chosen to discuss text books and courses of study. Any method of cooperation may furnish an educational policy which will lead teachers to self-improvement. This may take the form of summer school work, or extension courses in connection with a college, or continuous advanced study in regular instruction at a university. Many cities encourage such professional study by giving teachers a specified leave of absence with proportionate salary. In Boston, Newton, and Rochester, one year on half-pay is granted for seven years. Cambridge offers one-third pay to teachers who desire further study. In other cities special funds enable teachers to profit by summer courses and extension work. Indianapolis, and Pittsburgh are examples.

Additional cultural and professional study increases classroom efficiency. Evidences of such study are required in some cities before a regular teacher may receive the maximum salary of her grade. Boston requires a promotional examination

after two years of service and again after six years of service. These examinations consist of three points:

1. Success in school during the preceding year.
2. Professional study.
3. Academic study in some one line.

College courses are accepted in place of the required professional and academic study. Chicago has a system whereby promotion to a higher schedule of salaries is based upon efficient school work combined with credits for work done in advanced professional courses.

Cincinnati has a regular plan which includes also a reading course or any other work approved by the superintendent of schools.

Promotions to higher positions in school systems have not been so carefully worked out. A plan in use in Boston measures the efficiency of candidates by------

1. Success in executive work.
2. Evidences of leadership and professional attitude.
3. Personal equipment.
4. Teaching ability.
5. Educational associations.
6. Professional interest and growth.

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(500-11-26-'18)

BOSTON PUBLIC SCHOOLS

OFFICE OF THE BOARD OF SUPERINTENDENTS

Statement of Educational Preparation and Experience

OF CANDIDATES ELIGIBLE FOR APPOINTMENT TO THE PRINCIPALSHIP OF AN ELEMENTARY DISTRICT

The basis for rating candidates eligible for appointment to the principalship of an elementary school is as follows:

1. Educational preparation and experience (Form 264) . . 100 points.
2. Administrative, supervisory and executive work (Form 265) . 200 points.
3. Professional interest and growth (Form 266) . . . . 200 points.
4. Class room experience (Form 267) . . . . . 500 points.

This form, when filled out by the candidate, is to be filed in the office of the Board of Superintendents, where it becomes a permanent record. Subsequent appointments, promotions, and transfers will be recorded as they occur.

Name

First name Initial Last name

School or District

Present Rank

Grade

Residence

City

Date of Birth

Day Month Year

I. EDUCATIONAL PREPARATION FOR TEACHING, BEFORE APPOINTMENT TO BOSTON PUBLIC SCHOOL SERVICE.

1. Give data regarding your education as follows:

	Length of Your Course		Specify Diploma or Degree Received	Date of Graduation or of Attendance
	School Years	Months		
Normal School				
College				
Graduate School				

2. If you took courses in Education in your collegiate or university work, give the following information:

Subject of Course	Hours per Week	Length of your Course	
		School Years	Months

3. In what did you specialize in college?

Subject	Hours per Week	Length of your Course	
		School Years	Months

II. TEACHING AND EXECUTIVE EXPERIENCE

1. Before entering Boston Service.

Elementary or High School	City of Town	Teacher or Principal	Grade or Subject	Length of Service		Total Experience	
				From	To	School Years	Months

2. Since entering Boston Service.

a. Teaching.

School	Rank	Grade or Subject	Dates	Length of Service	
				School Years	Months

b. Executive, administrative or supervisory experience:

School or Department	Rank	Grade or Subject	Dates	Length of Service	
				School Years	Months

c. Summer school, evening school, or playground work:

School or Playground	Rank	Grade or Subject	Dates	Length of Service	
				School Years	Months

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BOSTON PUBLIC SCHOOLS

OFFICE OF THE BOARD OF SUPERINTENDENTS

Report on Administrative, Supervisory and Executive Experience

OF CANDIDATES ELIGIBLE FOR APPOINTMENTS TO THE PRINCIPALSHIP OF AN ELEMENTARY DISTRICT

The basis for rating candidates eligible for appointment to the principalship of an elementary school is as follows:

1. Educational preparation and experience (Form 264) . . 100 points.
2. Administrative, supervisory and executive work (Form 265) . 200 points.
3. Professional interest and growth (Form 266) . . . . 200 points.
4. Class room experience (Form 267) . . . . . 500 points.

This form furnishes a basis for judging the character of the administrative, supervisory and executive service rendered by the candidate. It is to be filled out by his immediate superior and filed in the office of the Board of Superintendents.

Report on Administrative, Supervisory and Executive Work.

Name School or District

First name Initial Last name

Present Rank Grade Taught

by

Master

I. Opportunities for and Success in Executive Work.

1. Indicate what work is assigned to the candidate other than teaching.

2. Indicate what proportion of weekly program of candidate is given to

   a. Teaching.

   b. Executive work.

3. Give examples to show how original, resourceful and dependable the candidate is in performing the assigned administrative, supervisory and executive work.

II. Evidences of Leadership.

1. Give evidence of the candidate's ability as a leader as shown by his relation to

   a. His immediate professional associates.

   b. The teaching profession in the city.

2. Give evidence to show whether the candidate would be efficient or inefficient in securing

   a. Harmonious and effective work from teachers.

   b. Co-operation and support from parents.

3. Indicate what suggestions, if any, the candidate has made regarding improvement in

   a. Methods of teaching.

   b. Organization of the school, or department.

   c. School management and discipline.

4. Do you feel that the candidate would be successful in an executive position?

III. Professional Growth.

1. What lines of professional study do you know the candidate

   a. To have pursued.

   b. To be pursuing.

2. State any ways other than the above in which the candidate has shown professional growth during the past few years.

3. Do you consider that he has reached his maximum proficiency?

IV. Professional Attitude.

1. Give evidence to show the attitude of the candidate

   a. To his principal.

   b. To the superintendent and executive officers.

   c. To the profession in the city.

V. Personal Efficiency.

1. Punctuality.

   a. In arriving at school.

   b. In arriving at teachers' meetings called in the school.

2. Accuracy.

   a. Keeping the register.

   b. Making monthly reports.

   c. Making reports of examinations.

3. Readiness to co-operate.

VI. Additional Remarks:

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BOSTON PUBLIC SCHOOLS

OFFICE OF THE BOARD OF SUPERINTENDENTS

Statement of Professional Interest and Growth

OF CANDIDATES ELIGIBLE FOR APPOINTMENT TO THE PRINCIPALSHIP OF AN ELEMENTARY DISTRICT

The basis for rating candidates eligible for appointment to the principalship of an elementary school is as follows:

1. Educational preparation and experience (Form 264) . . 100 points.
2. Administrative, supervisory and executive work (Form 265) . 200 points.
3. Professional interest and growth (Form 266) . . . . 200 points.
4. Class room experience (Form 267) . . . . . 500 points.

This form furnishes a basis for judging the teacher's professional interest and growth. It is to be filled out by the candidate and filed in the office of the Board of Superintendents. The more completely the facts are furnished, the greater will be the value of the report to the Board of Superintendents in rating the candidate.

Name School or District.

First name Initial Last name

Present Rank Grade Taught Candidate for

Report on Evidences of Professional Interest and Growth.

I. Educational Associations.

1. Of what educational associations are you a member?

2. In what ways have you participated in the meetings?

   a. As a member of what committees ?

   b. As a speaker ? State date and subject of your paper.

II. Educational Literature.

1. What educational periodicals do you read ?.....

.....

2. Name the professional books which you have read thoroughly during the past two years ?

NOTE.—At the oral examination each candidate may be asked to discuss some of the books indicated below.

Author	Title	Publisher

3. What articles or books have you published ?

Title of Article or Book	Where Published	Date of Publication

III. Summer School Work.

1. Indicate the Summer Schools you have attended for study.

Where	When	Teacher	Subject of Course

2. Was the above Summer School work taken to obtain "promotional credit" ?

3. Indicate the Summer Schools in which you have taught. (Not including Boston Public Schools.)

Where	When	Courses You Taught

IV. Educational Courses Attended During School Year.

1. Indicate the courses, given under University Extension or otherwise, which you have taken during any school year to obtain "promotional credit."

Where	When	Teacher	Subject of Course

2. Give the same information concerning courses which were not for "promotional credit."

Where	When	Teacher	Subject of Course

V. Leaves of Absence.

1. Indicate the Leaves of Absence of which you have availed yourself.

   a. For rest or on account of illness.

   b. For travel or study. Indicate the extent of your travel and the nature of your study.

VI. Professional Co=operation.

1. In what ways have you contributed to the solution of the educational problems of Boston ?

   a. By serving on committees.

   b. By making special investigations.

VII. Activities Outside of School.

1. What playground work have you done, and when ?

2. With what clubs for boys and girls, or for men and women are you associated ?

3. Of what clubs or social organizations (not secret societies) are you a member ?

VIII. Additional Remarks.

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SCHOOLS
(1M.-11-23-'18.)

BOSTON PUBLIC SCHOOLS

OFFICE OF THE BOARD OF SUPERINTENDENTS

Report on Personal Equipment and Teaching Ability

OF CANDIDATES ELIGIBLE FOR APPOINTMENT TO THE PRINCIPALSHIP OF AN ELEMENTARY SCHOOL

The basis for rating candidates eligible for appointment to the principalship of an elementary school is as follows:

1.	Educational preparation and experience (Form 264) . .	100 points.
2.	Administrative, supervisory and executive work (Form 265) .	200 points.
3.	Professional interest and growth (Form 266)	200 points.
4.	Class room experience (Form 267)	500 points.

This form furnishes a basis for judging and for recording the judgment of the personal equipment and teaching ability of the candidate. This form is suggestive. Those who use the form are not limited to the outline here presented. The more completely the fact basis for judgments is furnished, the greater will be the value of this report to the Board of Superintendents in arriving at a just estimate of the candidate.

Scale of Rating.

1. Candidates should be rated according to the following scale:

A1	Eminently Superior
1	Excellent
2	Good
3	Fair
4	Unsatisfactory

Report on Work of

Name School or District

First name Initial Last name

Present rank Grade Taught

Rated by Title

Time of Visiting from to

Year Month Day Report exact time in minutes

On the basis of my observation of the personal characteristics and teaching ability of the above named person

as reported herewith, I mark this candidate_____

_____ Signature

I. Personal Equipment

PERSONAL CHARACTERISTICS. MAY BE DESCRIBED AS:

Stature:

Personal Appearance:

Physique:

Bearing or Carriage:

Manner: Note mannerisms, if any

Voice:

Speech:

Use of English: Note examples

Disposition:

The person rating a candidate for promotion should make here a statement concerning the ability of the candidate as a teacher, based on the analysis on the following page.

II. Ability as a Teacher

1. THE CLASS ROOM.

Note the candidate's recognition of

a. Program requirements.
b. Ventilation.
c. Posture of class.
d. Educational materials — value and use.
e. General room conditions.

2. THE CLASS.

a. Class participation.

Note ability of pupils to

(1) Express their thoughts clearly.
(2) Organize lesson material.
(3) Work independently.
(4) Suggest or solve problems.

b. Motivation of class room work.

Note whether the interest of the class is the result of

(1) Real interest in the work, or
(2) Rules of conduct rigidly imposed by the teacher.

3. THE LESSON.

Note how the teacher

a. Prepares his work.
b. Defines the aim of the lesson.
c. Chooses appropriate subject matter.
d. Organizes subject matter.
e. Stimulates pupil's thought through skilful questioning.
f. Prepares for the next lesson.
g. Recognizes the varying abilities of pupils.
h. Appreciates the work of the class.
i. Helps children who find work difficult.
j. Teaches children how to study.
k. Makes children feel that something specific has been accomplished in the lesson.

4. EDUCATIONAL RESULTS SECURED.

Note whether teacher was teaching pupils

a. To be self-reliant.
b. To test their own results.
c. To co-operate with teacher and classmates.
d. To organize their own ideas.
e. To persist in getting desired results.

THE SUPERVISION OF INSTRUCTION.

The efficiency of any teaching staff depends not only upon the professional preparation and advancement of the teachers, but also upon the adequacy of the superintendent and the supervisory body responsible for the immediate success of the school system. The foundation of good schools is good teaching, and supervisory control should aim to maintain for the individual teacher and the individual pupil standards of worth and attainment. Standards for measuring the quality of instruction should centre around the efficiency of each pupil as it is furthered by the teacher's effort.

Supervision should mean direction and cooperation. An assistant superintendent or special supervisor, from the educational side, has duties identical with those of the superintendent but in a limited sphere. Loyalty and frankness are necessary if the supervisory staff is to give aid and advice to those teachers whome the superintendent appoints. Sympathetic counseling of the young teachers into right ways of teaching is the first requisite. This may be accomplished by school visits, or by group meetings or study classes, and by personal conferences. Success depends upon the personal fitness of the supervisors and the means they employ to make their supervision effective. Older teachers will need to be stimulated to more flexibility in interpreting the course of study, and in finding new ways by which to meet the individual

nees of their pupils. There must be plenty of close, helpful supervision to gain the confidence of the teaching force, and to unify the aims of the school system. Supervisors must be specialists in the field of direction and guidance. They must find the best methods of procedure in any educational work and they must present these methods to teachers in such a way as will secure from them a maximum product. This must allow, however, some personal latitude in carrying out one's own methods and ideals. Inspiration and accomplishment are deadened if the supervisory staff forces in any way a dictatorship or offers criticism without the basis of constructive help. Firmness has its place, but it must be supported by correct principles and high ideals.

Each school system is a teacher training school. It is moreover a great class room with teachers instead of children as pupils who are in need of such suggestion, instruction and leadership as will enable them to solve their individual problems.

Supervisors who offer mere criticism dull all brightness and destroy genius for, by such a method, only the defects are noticed and teachers are helpless, discouraged, and irritated. Teachers who are assisted over difficulties by criticisms supplemented by suggested possibilities of further achievement, feel the support that a well organized supervisory body should give. Such work establishes a wholesome sentiment which spreads throughout the school system. It

permeates alike into the community and holds the latter and the public schools in a firmer union.

The old adage which speaks of putting yourself in the other one's place is timely advice for every person undertaking supervisory work. A word of encouragement and commendation, a measure of appreciation for effort under fire of inspection, and timely suggestion combined with good humor and sympathy will remedy the errors and lift the burdens from teachers who otherwise would find their outlook dark and unprofitable.

Even the best teachers possessed of the most professional training need help and inspiration, and find their greatest joy in a realizing sense that because of such aid there is increased success in their pupils' accomplishment.

"This is my work; my blessing, not my doom.
Of all who live, I am the only one by whom
This work can best be done in the right way."

THE DUTIES OF A SUPERINTENDENT.

There is lacking a clear designation of the functions and duties of superintendents. Instances cited from the laws stress the executive side, and mention in a general way the supervisory aspect of their work. The terms used are

misleading, and it would conserve clearness of thought if the differences in function were recognized. A superintendent charged with the educational welfare of the children in a school system should be vested with authority as he is with responsibility. His greatest duty is to select and appoint his immediate staff and the teachers throughout the schools. For this there should be strict accountability to the school board, as, in a like manner the board is accountable to the people.

Massachusetts rules that a school committee of a city in which no other provision is made shall select and contract with the teachers for local schools. The state law for New York specifies that a contract in writing shall be delivered to each teacher employed by the board of education. Ohio gives to the superintendent of a city school system the power to appoint all the teachers subject to the approval of the school board. He is further authorized to visit the schools under his charge and to direct and assist teachers in the performance of their duties. A city board of education in Michigan has power to employ teachers upon the recommendation of the superintendent. The state law requires also that a superintendent of a graded school district shall supervise and direct the work of his teachers.

Upon the superintendent should the worth and progress of a school system depend. "He must shape his conduct from the standpoint of the child, as reflected, it may be, through

the parent; he must justify his theory and practice before the highest court of public appeal---the people themselves." Thus through centralized responsibility and professional management public education should strive to make every child intelligent and efficient. To guide a school system by delicate treatment and open-minded supervision requires the services of a superintendent of superior ability possessing also tact, wisdom, and skill.

Realizing the duties of the position, a board of education should choose a superintendent with great care after a survey if need be, of the country. He should be a man of high mental powers, an expert in education, with a broad understanding of the character, racial traits, problems, and achievements of the American people. Morally, he should be above reproach with an inspiring personality to influence and arouse the pupils entrusted to his care to ideals of patriotism, noble living and righteousness.

To prevent friction and misunderstanding, a superintendent should obtain from the local board of education a written statement of his duties and powers. Recognizing local needs and peculiarities, religious and political differences in the community he should outline early and submit to the board his exact policy, rooted in moral ideas and ideals. He must convince the board of the worth of his plan, devise a working basis, and stand with the board for progress and reform. In a highly centralized system he should keep the board fully

informed of school affairs. The superintendent should use the public press freely to spread knowledge of conditions and school attainments. Recognizing equal rights for all and keeping clear of partisan and political entanglements, he should hold free intercourse with parents and community organizations maintaining a kind, patient, approachable manner, ready always with help and suggestion.

The duties of the superintendent as chief executive officer are numerous. Many of these duties are shared, in a large school system, with associate superintendents but the responsibility for general welfare rests with the central authority. He shall enforce all school regulations concerning the management, supervision, and instruction of the schools, prepare, with the suggestion and help of the teachers concerned, specific courses of study, provide appropriate instruction and housing for all pupils, secure adequately qualified supervisory teaching and business staffs, appoint, assign, transfer, promote, and retire teachers. In addition he shall recommend salaries and tenure of teachers, select text-books, apparatus and other equipment, subject to the approval of supervisory force and teachers, and suggest methods of study. Further he shall consult with architects and engineers relative to properly constructed school buildings, establish plans for school athletics, collect and organize school statistics and quantitative work, purchase and regulate supplies, provide a

a system of school attendance. All duties imposed by the school laws of the state shall be properly fulfilled.

The duties of the superintendent as supervisor of general instruction give him his finest opportunity. The success of the system depend on "team-work" - cooperation promoted under efficient leadership -and therefore the superintendent must unify the plan and impart the spirit. To insure any degree of success, by engendered loyalty he should have a strong, well-knit body of followers. He should establish cordial relations with his supervisors and teachers by teachers' meetings, sectional meetings, and by talks to individual teachers to develop initiative and strengthen work. The superintendent must know how to delegate authority, to stimulate efficiency and culture by organizing reading circles, teachers' clubs, progressive educational courses; to recognize needs and aims of unique schools in individual sections and to develop them; to take personal interest in the plans and welfare of his corps; to discourage tale-bearing and jealousy; to judge the quality of work fairly; to allow latitude in method with right principles; and to deal with his subordinates in a manner energetic, resourceful, far-seeing, and wise.

Toward the children the superintendent, as supervisor, has a particular relation. He cannot know them all but they should know him. Frequent visits to class rooms ought to form a large part of his duties not for critical

purposes, but to stimulate, to inspire, to show interest and cooperation in lessons, sports, school and home life, aspirations, and conduct. Supervision is insight and guided by a superintendent of right quality it means "keen vision that looks into the heart of men, women and children and sees truth."

There are other functions and duties of the superintendent besides those named. He has a duty to the taxpayer, to former members of the board, to superintendents in neighboring cities and towns; likewise to reformers and agitators, or organized mothers' meetings, neighborhood clubs, and to established evening social centres. In all possible ways the superintendent should realize the great scope of his work and the relation it bears to the country's welfare.

In a large system of schools many of the supervisory duties will be delegated to an official staff responsible for aims, methods, and results of work. This staff should constitute also an advisory board to the superintendent. That no feeling of distrust, lack of faith, or uncertainty may creep into the schools, their relations must be harmonious. It is the paramount duty of the superintendent to protect and foster willingness, cooperation, loyalty, and initiative if the school system is to guarantee results of high standard.

A superintendent has a position many-sided and burdensome. If he can make a harmonious whole of the varied units, if he can reach out to the community and receive co-

operation, if he can place in the hearts of his teachers and pupils inspiration and an appreciation of their power to do with moral and spiritual courage to solve the problems of life as they meet them; if he can foster improvement of individual efficiency and have a personal touch and feeling of good fellowship felt throughout the system, the superintendent will serve best and will be repaid by loyalty and service for his effort, his faithfullness, and his right thinking.

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